

PONY

سلسلة كتب الأستاذ

Math

Main Book

2nd

Primary
Second Term



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Chapter 7

Chapter Lessons

Lessons 1&2 Exploring Money & Composing an Amount

Outcomes:

- Participating in Calendar Math Activities.
- Comparing Egyptian banknotes (1, 5, 10, 20, 50, 100 and 200 LE).
- Estimating the monetary value of various items.
- Combining 1, 5, 10, 20, 50 and 100 LE notes to create a given total.
- Discussing different ways to combine banknotes to create a given total.

Lessons 3–5 Applications on Money & Work With Money

Outcomes:

- Participating in Calendar Math Activities.
- Combining 1, 5, 10, 20, 50 and 100 LE notes to create a given total.
- Decomposing large denominations of money into smaller denominations.
- Identifying different ways to combine banknotes to create a given total.
- Adding 2-digit and 3-digit numbers without regrouping.

Lessons 6&7 Saving and Purchasing & Place Value for Amounts

Outcomes:

- Participating in Calendar Math Activities.
- Solving one-step story problems involving money.
- Adding and subtracting 2-digit and 3-digit numbers without regrouping.
- Applying place value concepts to add and subtract money.
- Describing their real-world experiences with money.

Lesson 8 Adding Using Money

Outcomes:

- Participating in Calendar Math Activities.
- Applying place value concepts to add money with regrouping.
- Adding 2-digit and 3-digit numbers with regrouping.

Lessons 9&10 Subtracting Using Money & Applications on Adding and Subtracting Money

Outcomes:

- Participating in Calendar Math Activities.
- Applying place value concepts to subtract money with regrouping.
- Subtracting 2-digit and 3-digit numbers with regrouping.
- Applying place value concepts to solve story problems involving money.
- Adding and subtracting 2-digit and 3-digit numbers with regrouping.

Lessons 1&2

Exploring Money & Composing an Amount

استكشاف النقود / تكوين مبلغ محدد

Egyptian Banknotes

أوراق النقود المصرية

Pound (LE)

جنيه مصري

One Pound

1 LE



جنيه واحد

Five Pounds

5 LE



خمسة جنيهات

Ten Pounds

10 LE



عشرة جنيهات

Twenty Pounds

20 LE



عشرون جنيهًا

Fifty Pounds

50 LE



خمسون جنيهًا

One Hundred Pounds

100 LE



مائة جنيه

Two Hundred Pounds

200 LE

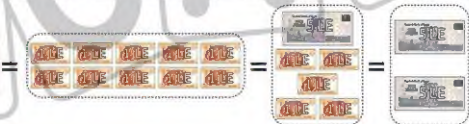


مائتا جنيه

Decomposing Money تحليل النقود



$$5 \text{ LE} = 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$



$$= 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

10 LE

$$= 5 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

$$= 5 \text{ LE} + 5 \text{ LE}$$



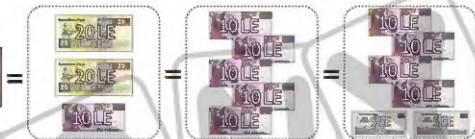
$$= 10 \text{ LE} + 10 \text{ LE}$$

20 LE

$$= 10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$$

$$= 10 \text{ LE} + 5 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

$$= 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$$

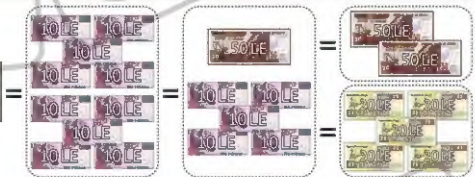


$$= 20 \text{ LE} + 20 \text{ LE} + 10 \text{ LE}$$

50 LE

$$= 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$$

$$= 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$$



$$= 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$$

100 LE

$$= 50 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$$

$$= 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} = 50 \text{ LE} + 50 \text{ LE}$$



$$= 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE}$$

200 LE

$$= 100 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE}$$

$$= 50 \text{ LE} + 50 \text{ LE} + 50 \text{ LE} + 50 \text{ LE}$$

$$= 100 \text{ LE} + 100 \text{ LE}$$

1 Write the amount of money:

Ex.



$$100 + 50 + 20 + 10 + 1 + 1 + 1 + 1 = 184 \text{ Pounds.}$$



a

= Pounds.



b

= Pounds.



c

= Pounds.



d

= Pounds.

2 Write the **amount** of money:**Ex.**

Hundreds	Tens	Ones
4	6	7
$400 + 60 + 7 = 467 \text{ LE.}$		



a

Hundreds	Tens	Ones
+ + = LE.		



b

Hundreds	Tens	Ones
+ + = LE.		



c

Hundreds	Tens	Ones
+ + = LE.		



d

Hundreds	Tens	Ones
+ + = LE.		



HOME ACTIVITIES

1 Find the **amount** of money:

a

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

b

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

c

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

d

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

e

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

f

$$\begin{array}{ccccccc} + & + & + & + & + & + \\ \hline = & \text{Pounds.} \end{array}$$

g

50 LE 20 LE 10 LE 1 LE

_____ + _____ + _____ + _____ + _____ + _____

= _____ Pounds.

h

200 LE 5 LE 1 LE

_____ + _____ + _____ + _____ + _____ + _____

= _____ Pounds.

i

100 LE 20 LE 5 LE

_____ + _____ + _____ + _____ + _____ + _____

= _____ Pounds.

j

1 LE 10 LE 20 LE 50 LE 100 LE 200 LE

_____ + _____ + _____ + _____ + _____ + _____

= _____ Pounds.

2 Find the **amount** of money:

a

100 LE 10 LE 10 LE 10 LE 10 LE 1 LE

Hundreds	Tens	Ones	Pounds
_____	_____	_____	_____

_____ + _____ + _____ = _____

b

100 LE 100 LE 100 LE 100 LE 20 LE 20 LE 1 LE

Hundreds	Tens	Ones	Pounds
_____	_____	_____	_____

_____ + _____ + _____ = _____

c

Hundreds	Tens	Ones	Pounds
	+	+	=

d

Hundreds	Tens	Ones	Pounds
	+	+	=

e

Hundreds	Tens	Ones	Pounds
	+	+	=

f

Hundreds	Tens	Ones	Pounds
	+	+	=


g

Hundreds	Tens	Ones	Pounds
	+	+	=

h

Hundreds	Tens	Ones	Pounds
	+	+	=

i




Hundreds	Tens	Ones	Pounds
	+	+	=

j



Hundreds	Tens	Ones	Pounds
	+	+	=

k



Hundreds	Tens	Ones	Pounds
	+	+	=

l



Hundreds	Tens	Ones	Pounds
	+	+	=

3 Match the equal amounts of money:



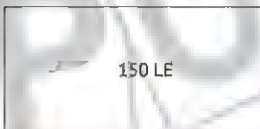
4 Complete using (<, =, or >):

a



220 LE

b

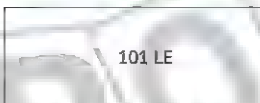


c



120 LE

d



e



50 LE

Worksheet 1

Choose the correct answer:

- a Seven hundred and six (in digits) = (760 or 706 or 716)
 b 3 Hundreds + 5 Tens + 2 Ones = (352 or 253 or 532)
 c $30 + 50 =$ (35 or 53 or 80)
 d 10 Tens = _____ Hundreds (100 or 10 or 1)
 e _____ comes just after 289. (330 or 290 or 288)

Complete the following:

- a _____ Ones + _____ Hundreds = 708
 b The **smallest** 3-digit number is _____
 c The **value** of the digit 5 in 528 is _____
 d The **greatest** number formed from the digits 5, 3 and 8 is _____
 e 220, 225, 230, 235, _____, _____, _____

Answer the following:

a Find the result:

$$\begin{array}{r} 1 \quad 72 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 36 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 78 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 69 \\ - 35 \\ \hline \end{array}$$

b Arrange the following numbers in an ascending order:

125 364 208 346 215

c Find the amount of money.



Applications on Money & Work With Money

تطبيقات على النقود / التعامل بالنقود

3-5

3-5

Ex.

Decompose and draw the amount of money: 364 LE

364 LE

$$= 100 + 100 + 100 + 10 + 10 + 10 + 10 + 10 + 10 + 1 + 1 + 1 + 1$$

100LE

10LE

10LE

1LE

1LE

100LE

10LE

10LE

1LE

1LE

100LE

10LE

10LE

OR

364 LE

$$= 200 + 100 + 50 + 10 + 1 + 1 + 1 + 1$$

200LE

50LE

1LE

1LE

100LE

10LE

1LE

1LE

There are **several ways** to express this amount.1 Draw according to the **amount** of money:

a 235 LE

b 160 LE

c 83 LE

Ex.**Decompose and draw the amount of money: 436 LE**

200LE 200LE 10LE 10LE 10LE 5LE 1LE

Hundreds	Tens	Ones	Pounds			
4	3	6	436			
400	+	30	+	6	=	436

There are **several ways** to express this amount.**2 Decompose and draw the amount of money:**

a

Hundreds	Tens	Ones	Pounds
+ + = 57			

b

Hundreds	Tens	Ones	Pounds
+ + = 257			

c

Hundreds	Tens	Ones	Pounds
+ + = 371			

d

Hundreds	Tens	Ones	Pounds
+ + = 730			

e

Hundreds	Tens	Ones	Pounds
+ + = 34			

f

Hundreds	Tens	Ones	Pounds
+ + = 204			



HOME ACTIVITIES

1 Decompose and draw the amount of money:

a 75 Pounds =

b 96 Pounds =

c 213 Pounds =

d 364 Pounds =

e 508 Pounds =

f 115 Pounds =

g 287 Pounds =

h 327 Pounds =

2 Draw according to the amount of money:

Hundreds	Tens	Ones	Pounds
+ + = 321			

Hundreds	Tens	Ones	Pounds
+ + = 747			

Hundreds	Tens	Ones	Pounds
+ + = 230			

Hundreds	Tens	Ones	Pounds
+ + = 883			

Hundreds	Tens	Ones	Pounds
+ + = 457			

Hundreds	Tens	Ones	Pounds
+ + = 654			

g

Hundreds	Tens	Ones	Pounds
+		+	= 83

h

Hundreds	Tens	Ones	Pounds
+		+	= 213

i

Hundreds	Tens	Ones	Pounds
+		+	= 257

j

Hundreds	Tens	Ones	Pounds
+		+	= 247

k

Hundreds	Tens	Ones	Pounds
+		+	= 170

l

Hundreds	Tens	Ones	Pounds
+		+	= 703

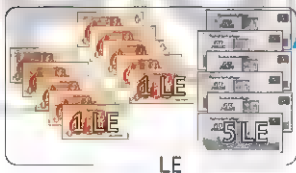
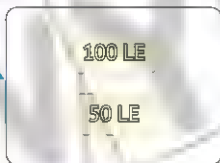
m

Hundreds	Tens	Ones	Pounds
+		+	= 302

n

Hundreds	Tens	Ones	Pounds
+		+	= 304

- 3 Calculate the amount of money and then draw it in another way, as in the following example:



4 Match the **equal** amounts of money:

a

LE

b

LE

c

LE

d

LE

e

LE

1

LE

2

LE

3

LE

4

LE

5

LE

Worksheet 2

Choose the correct answer:

- a 690 is **more than** 490 by (2 or 20 or 200)
 b 2 Ones + 6 Hundreds + 3 Tens = (263 or 632 or 236)
 c $4 + 0 + 2 =$ (6 or 42 or 402)
 d $706 \div 6 =$ (7 or 70 or 700)
 e The number of edges of the **cube** is (6 or 8 or 12)

Complete the following:

- a Eight hundred and eighty eight = $800 + 8 +$ _____
 b The **place value** of the digit 6 in 567 is _____
 c The number that comes just **before** 567 is _____
 d The **greatest** 3-digit number formed from the digits 3 and 9 is _____
 e 20 Tens = _____ Hundreds = _____

Answer the following:

- a Arrange the following numbers in an
- ascending order**
- :

564 , 465 , 654 , 456 , 546

- b Draw according to the amount of money:

1

Hundreds	Tens	Ones	Pounds
+ + = 351			

2

Hundreds	Tens	Ones	Pounds
+ + = 56			

6&7

Saving and Purchasing & Place Value for Amounts

الادخار والشراء / القيمة المكانية لمبالغ نقدية

6&7

- 1 Use your **banknotes** to create each amount shown below.
Draw the combination of banknotes you used to **purchase** each item.

Ex.

200 LE

20 LE

20 LE



240 LE

a



29 LE

b



300 LE

c



102 LE

d



221 LE

e



97 LE

2 Add the amount of money and match each total to a price:

a

100LE	50LE	1LE	
	1LE	1LE	
Hundreds	Tens	Ones	= ... LE

1




29 LE

b

10LE	5LE	1LE	
	1LE	1LE	
Hundreds	Tens	Ones	= ... LE

2



153 LE

c

10LE	5LE	1LE	1LE
	10LE	1LE	1LE
Hundreds	Tens	Ones	= ... LE

3




34 LE

d

100LE	10LE	1LE	1LE
	50LE	10LE	1LE
Hundreds	Tens	Ones	= ... LE

4



61 LE

e

10LE	10LE	1LE	1LE
	10LE	1LE	1LE
Hundreds	Tens	Ones	= ... LE

5



18 LE

f

50LE	10LE	1LE	
Hundreds	Tens	Ones	= ... LE

6



184 LE

Budget

T-shirt  83 LE	Ball  45 LE	Toy  34 LE	Pack of pencils  28 LE	Bicycle  100 LE
Glue  7 LE	Candies  3 LE	Book  20 LE	Nuts  8 LE	Shoes  150 LE

- 3 You have **200 LE** to spend at the store. Buy as many items as you can, then write each item you purchase and its price below:

Item	Price	Add your prices here to keep track of your total.



HOME • CIVIL TEST

- 1 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you use to **purchase** each item:

a

29 LE

b

102 LE

c

240 LE

d

216 LE

e

150 LE

f

300 LE

g

415 LE

h

72 LE

- 2 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you use to **purchase** each item:

<p>a</p>  <p>220 LE</p>	<p>b</p>  <p>502 LE</p>
<p>c</p>  <p>107 LE</p>	<p>d</p>  <p>135 LE</p>
<p>e</p>  <p>610 LE</p>	<p>f</p>  <p>35 LE</p>
<p>g</p>  <p>221 LE</p>	<p>h</p>  <p>18 LE</p>

3 Add each amount of money, then match each total to a price:

a

100LE	10LE	10LE	
	1LE	1LE	
Hundreds	Tens	Ones	= LE

1



124 LE

b

10LE	10LE	10LE	1LE
10LE	10LE	1LE	1LE
Hundreds	Tens	Ones	= LE

2



66 LE

c

100LE	10LE	1LE	1LE
	10LE	1LE	1LE
Hundreds	Tens	Ones	= LE

3



122 LE

d

10LE	1LE	1LE	1LE
50LE	1LE	1LE	1LE
Hundreds	Tens	Ones	= LE

4



53 LE

e

50LE	10LE	5LE	
Hundreds	Tens	Ones	= LE

5




181 LE

f

50LE	50LE	10LE	1LE
50LE	10LE	10LE	
Hundreds	Tens	Ones	= LE

6




65 LE

4 Add each amount of money, then match each **total** to a **price**:

a

100LE	10LE	10LE	1LE
50LE	10LE	1LE	1LE
Hundreds	Tens	Ones	= LE

	1
18 LE	

b

10LE	5LE	1LE	1LE
	1LE		
Hundreds	Tens	Ones	= LE

	2
184 LE	

c

50LE	10LE	1LE	
Hundreds	Tens	Ones	= LE

	3
29 LE	

d

10LE	5LE	1LE	1LE
10LE	1LE	1LE	
Hundreds	Tens	Ones	= LE

	4
61 LE	

e

100LE	50LE	1LE	1LE
	1LE		
Hundreds	Tens	Ones	= LE
















	5
34 LE	

f

10LE	10LE	1LE	1LE
10LE	1LE	1LE	
Hundreds	Tens	Ones	= LE

	6
153 LE	

5 You have 500 LE to spend at the store. Buy as many items as you can, then write each item you purchase and its price below:

<p>73 LE</p>  <p>T-shirt</p>	<p>86 LE</p>  <p>Ball</p>	<p>15 LE</p>  <p>Pack of pencils</p>	<p>57 LE</p>  <p>Plush toy</p>	<p>127 LE</p>  <p>Bicycle</p>
<p>101 LE</p>  <p>Board game</p>	<p>41 LE</p>  <p>Toy</p>	<p>3 LE</p>  <p>Glue</p>	<p>335 LE</p>  <p>Jacket</p>	<p>5 LE</p>  <p>Candies</p>
<p>17 LE</p>  <p>Nuts</p>	<p>28 LE</p>  <p>Book</p>	<p>292 LE</p>  <p>Backpack</p>	<p>9 LE</p>  <p>Scissors</p>	<p>450 LE</p>  <p>Shoes</p>

Item

Price

Add your prices here to keep track of your total.

- 6 You have 300 LE to spend at the store. Buy as many items as you can, then write each item you purchase and its price below:

 T-shirt 83 LE	 Ball 45 LE	 Toy 34 LE	 Pack of pencils 28 LE	 Bicycle 100 LE
 Glue 7 LE	 Candies 3 LE	 Book 20 LE	 Nuts 8 LE	 Shoes 150 LE

Item

Price

Add your prices here to keep track of your total.



Worksheet 3

Choose the correct answer:

- a) The value of 5 in 536 is (50 or 5 or 500)
 b) 475 457 (> or = or <)
 c) The place value of 7 in 745 is (Ones or Tens or Hundreds)
 d) The greatest 3-different-digit number is (999 or 987 or 897)
 e) Seven hundred and forty = (714 or 740 or 704)

Complete the following:

- a) "3 Ones, 5 Tens, 2 Hundreds" in digits is .
 b) $853 = \text{ } + 50 + \text{ }$
 c) The greatest number formed from the digits 7, 3 and 5 is .
 d) 310, 320, 330, , , . (In the same pattern)
 e) The greatest number formed from 9, 5 and 8 is

Answer the following:

a) Find the result:

$$\begin{array}{r} 1 \quad 16 \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 52 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 84 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 78 \\ - 46 \\ \hline \end{array}$$

b) Arrange the following numbers in an ascending order:

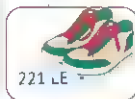
211 , 380 , 247 , 292

c) Draw the combination of banknotes you use to purchase each item:

1



2



Adding Using Money

8

الجمع باستخدام النقود

∞

Price	ثمن	Pound (LE)	جنيه	Sum	مجموع
Money	نقود	Piaster (PT)	قرش	Total	مجموع
Buy	يشترى	Has/have	يمتلك	Altogether	معًا
Bought	اشترى	Had	كان معه	Remainder	الباقى
Pay	يدفع	How much	كم كمية	Left	الباقى
Paid	دفع	How many	كم عدد	Difference	الفرق

1 Solve the following story problems:

- a Ali has 42 LE, and his brother has 57 LE. How much money do they have **altogether**?
- b Salma's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE. How **many** pounds does Salma have **left**?
- c Aya saved 33 LE in one month. The next month, she saved 24 LE. How much money did Aya save **in all**?
- d Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE. How many pounds does Mostafa have **left**?
- e Tarek bought a book for 44 LE, and a new football for 44 LE. How much money did Tarek **pay**?

2 Create a story problem; it can be an addition or subtraction problem. Use the words shown, then solve it.

- a** Eman – Ahmed – has – 48 LE – 50 LE – how much – money – altogether.

- b** Nada – bought – a jacket – 74 LE – a shirt – 25 LE – find – the price.

- c** Salah – had – 95 LE – bought – a bicycle – 85 LE – the money left.

- d** Mohamed – saved – 57 LE – spent – 23 LE – the money left.



HOME ACTIVITIES

1 Solve the following story problems:

- a Ali has 42 LE , and his brother has 57 LE . How much money do they have **altogether**?
- b Salma's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE . How many pounds does Salma have **left**?
- c Aya saved 33 LE in one month. The next month, she saved 24 LE . How much money does Aya have **in all**?
- d Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE . How many pounds does Mostafa have **left**?
- e Tarek bought a book for 44 LE , and a new football for 44 LE . How much money did Tarek **pay**?
- f Omar had 75 LE saved for a bike. The bike that he wants costs 62 LE . After he buys the bike, how much money will he have **left**?
- g Nadine saved 89 LE . She wanted to buy a pair of jeans. The jeans cost 79 LE . How much money will she have **left** after she buys the jeans?

- 1** Farah went to the market. She bought some beef for 55 LE, some chicken for 30 LE, and some milk for 13 LE. How much money did she spend in all?
- 1** Eman's grandmother gave her and her brother Karim money for their birthdays. She gave each child 42 LE.
How much money did Eman's grandmother give her grandchildren in all?
- 1** Tarek and his friend Karim both bought new footballs.
Tarek's football cost 16 LE, and Karim's football cost 42 LE.
How much money did both boys spend on their footballs?

2 Create a story problem; it can be an addition or subtraction problem. Use the words shown, then solve it.

- a** Eman – Ahmed – has – 48 LE – 50 LE – how much – money – altogether.
- b** Sara – Zeiad – has – 35 LE – 14 LE – how much – altogether.

c Nada – bought – a jacket – 46 LE – a shirt – 30 LE – find – the price.

d Jana – bought – a toy – 32 LE – a bag – 52 LE – find – the price.

e Salah – had – 96 LE – bought – a bicycle – 72 LE – the money left.

f Fady – had 85 LE – bought – a jacket – 53 LE – the money left.

g Mohamed – saved – 78 LE – spent – 56 LE – the money left.

Worksheet 4

Choose the correct answer:

- a) The **smallest** 3-digit number is . (100 **or** 902 **or** 123)
- b) $400 + 50 + 8 =$. (540 **or** 458 **or** 754)
- c) The number that comes **after** 399 is . (400 **or** 499 **or** 390)
- d) Seven hundred and forty-one = . (417 **or** 741 **or** 147)
- e) 10 Tens = Hundred(s) (100 **or** 10 **or** 1)

Complete the following:

- a) The **value** of the digit 5 in 254 is .
- b) The **greatest** 3-different-digit number is .
- c) The number of vertices of the **cube** is .
- d) The **greatest** number formed from the digits 5, 3 and 8 is .
- e) 520, 525, 530, 535, _____ , _____ , _____ .

Answer the following:

a) **Complete using (<, =, or >):**

① 6 Hundreds + 5 Tens + 3 Ones 400 + 72

② 9 Hundreds 90 Tens

③ $24 + 45$ $80 - 30$

b) Salam's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE. How many pounds does Salma have left?

c) Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE. How many pounds does Mostafa have left?

Subtracting Using Money & Applications on Adding and Subtracting Money

9&10

الطرح باستخدام النقود / تطبيقات على جمع وطرح النقود

9&10

Remember









First:

Adding Money

Ex.

Find the sum of (247 LE + 476 LE)







Amount	Hundreds 	Tens 	Ones 
247 LE	2	4	7
+ 476 LE	4	7	6
Sum	6 	11  2	13  3

Second:

Subtracting Money

Ex.

Subtract (523 LE - 176 LE)

Amount	Hundreds 	Tens 	Ones 
523 LE	5 	2  1	3  13
- 176 LE	1	7	6
Difference	3	4	7

1 Add:

a

Amount	Hundreds	Tens	Ones
315 LE			
154 LE			
Sum			

b

Amount	Hundreds	Tens	Ones
147 LE			
272 LE			
Sum			

c

Amount	Hundreds	Tens	Ones
438 LE			
127 LE			
Sum			

d

Amount	Hundreds	Tens	Ones
528 LE			
297 LE			
Sum			

e

Amount	Hundreds	Tens	Ones
239 LE			
288 LE			
Sum			

f

Amount	Hundreds	Tens	Ones
405 LE			
195 LE			
Sum			

g

Amount	Hundreds	Tens	Ones
89 LE			
75 LE			
Sum			

h

Amount	Hundreds	Tens	Ones
29 LE			
47 LE			
Sum			

2 Subtract:

a

Amount	Hundreds	Tens	Ones
569 LE			
127 LE			
Difference			

b

Amount	Hundreds	Tens	Ones
748 LE			
329 LE			
Difference			

c

Amount	Hundreds	Tens	Ones
523 LE			
278 LE			
Difference			

d

Amount	Hundreds	Tens	Ones
508 LE			
253 LE			
Difference			

e

Amount	Hundreds	Tens	Ones
428 LE			
172 LE			
Difference			

f

Amount	Hundreds	Tens	Ones
654 LE			
378 LE			
Difference			

g

Amount	Hundreds	Tens	Ones
700 LE			
187 LE			
Difference			

h

Amount	Hundreds	Tens	Ones
602 LE			
357 LE			
Difference			



HOME • CIVILISASI

1 Add:

a

Amount	Hundreds	Tens	Ones
247 LE			
125 LE			
Sum			

b

Amount	Hundreds	Tens	Ones
458 LE			
236 LE			
Sum			

c

Amount	Hundreds	Tens	Ones
524 LE			
123 LE			
Sum			

d

Amount	Hundreds	Tens	Ones
638 LE			
107 LE			
Sum			

e

Amount	Hundreds	Tens	Ones
652 LE			
248 LE			
Sum			

f

Amount	Hundreds	Tens	Ones
724 LE			
172 LE			
Sum			

g

Amount	Hundreds	Tens	Ones
560 LE			
159 LE			
Sum			

h

Amount	Hundreds	Tens	Ones
287 LE			
279 LE			
Sum			

2 Add:

a

Amount	Hundreds	Tens	Ones
725 LE			
273 LE			
Sum			

b

Amount	Hundreds	Tens	Ones
632 LE			
157 LE			
Sum			

c

Amount	Hundreds	Tens	Ones
624 LE			
182 LE			
Sum			

d

Amount	Hundreds	Tens	Ones
247 LE			
189 LE			
Sum			

e

Amount	Hundreds	Tens	Ones
605 LE			
187 LE			
Sum			

f

Amount	Hundreds	Tens	Ones
500 LE			
455 LE			
Sum			

g

Amount	Hundreds	Tens	Ones
75 LE			
19 LE			
Sum			

h

Amount	Hundreds	Tens	Ones
83 LE			
57 LE			
Sum			

3 Subtract:

Amount	Hundreds	Tens	Ones
854 LE			
142 LE			
Difference			

Amount	Hundreds	Tens	Ones
632 LE			
321 LE			
Difference			

Amount	Hundreds	Tens	Ones
456 LE			
126 LE			
Difference			

Amount	Hundreds	Tens	Ones
724 LE			
224 LE			
Difference			

Amount	Hundreds	Tens	Ones
514 LE			
123 LE			
Difference			

Amount	Hundreds	Tens	Ones
638 LE			
481 LE			
Difference			

Amount	Hundreds	Tens	Ones
753 LE			
175 LE			
Difference			

Amount	Hundreds	Tens	Ones
674 LE			
269 LE			
Difference			

4 Subtract:

a

Amount	Hundreds	Tens	Ones
555 LE			
183 LE			
Difference			

b

Amount	Hundreds	Tens	Ones
617 LE			
259 LE			
Difference			

c

Amount	Hundreds	Tens	Ones
328 LE			
150 LE			
Difference			

d

Amount	Hundreds	Tens	Ones
527 LE			
279 LE			
Difference			

e

Amount	Hundreds	Tens	Ones
421 LE			
137 LE			
Difference			

f

Amount	Hundreds	Tens	Ones
503 LE			
159 LE			
Difference			

g

Amount	Hundreds	Tens	Ones
425 LE			
198 LE			
Difference			

h

Amount	Hundreds	Tens	Ones
600 LE			
275 LE			
Difference			

Worksheet 5

Choose the correct answer:

- a Nine hundred and fifteen = (915 or 950 or 905)
 b 6 Hundreds + 3 Ones + 2 Tens = (632 or 623 or 236)
 c The number that comes right after 569 is (579 or 568 or 570)
 d The value of the digit 4 in 942 is (4 or 40 or 400)
 e 20 LE + 20 LE + 10 LE = LE. (221 or 410 or 50)

Answer the following:

- a Find the amount of money.

1



+	+	+	+	+
Pounds.				

2



Hundreds	Tens	Ones	Pounds
+ + =			

- b Draw according to the amount of money:

1

Hundreds	Tens	Ones	Pounds
+ + = 371			




2

Hundreds	Tens	Ones	Pounds
+ + = 730			

- c Add:

Amount	Hundreds	Tens	Ones
			
405 LE			
195 LE			
Sum			

- d Subtract:

Amount	Hundreds	Tens	Ones
			
654 LE			
378 LE			
Difference			

Chapter

8



Lessons Even Numbers and 1–3 Odd Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Determining whether a number is even or odd.
- Describing a number as even or odd
- Determining whether doubling a number results in an even or an odd sum.
- Finding the sum of two numbers.
- Determining whether adding an even and an odd number results in an even or an odd sum.

Lessons Patterns 4&5

Outcomes:

- Participating in Calendar Math Activities.
- Identifying the rule for a numerical pattern.
- Extending a numerical pattern into two places.
- Applying a rule to create a numerical pattern up to five places.
- Adding or subtracting to extend a pattern.
- Matching a rule to a numerical pattern
- Extending a numerical pattern using a given rule
- ▶ Creating a pattern rule and matching numerical patterns.
- Creating addition and subtraction pattern rules.
- Extending numerical patterns to five places using a given rule.

Lessons Arrays 6–10

Outcomes

- Participating in Calendar Math Activities.
- Defining arrays
- Identifying arrays and non-arrays.
- Creating an array.
- Using repeated addition to find the total number of objects in an array.
- Writing an addition equation to express the total number of objects in an array.
- Designing an array using repeated addition.



Lessons Even Numbers and Odd Numbers

الأعداد الزوجية والفردية

Even Numbers

الأعداد الزوجية



Even numbers can make perfect partners; no one will be left out.

So, 6 is an even number.

هي الأعداد التي يمكن قسمتها إلى جزأين متساويين (بدون باقي).

Any number that has 0, 2, 4, 6 or 8 in the Ones place is called an even number.

1 Circle the even numbers:

200 , 15 , 63 , 20 ,
84 , 913 , 910 , 212 ,
214 , 187 , 520 , 113 ,
772 , 366 , 781 , 28

Odd Numbers

الأعداد الفردية



Odd numbers cannot make perfect partners; one will be left out.

So, 7 is an odd number.

هي الأعداد التي لا يمكن قسمتها إلى جزأين متساويين (الباقي دائماً واحد).

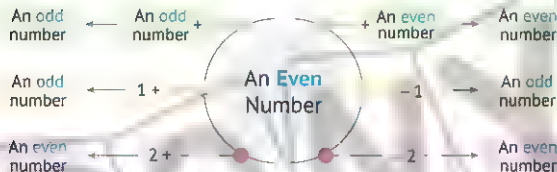
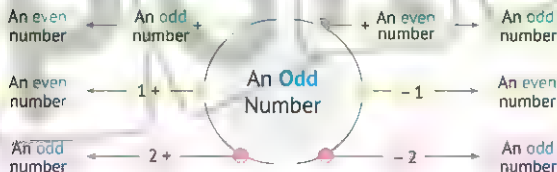
Any number that has 1, 3, 5, 7 or 9 in the Ones place is called an odd number.

2 Circle the odd numbers:

48 , 51 , 127 , 366 ,
541 , 147 , 258 , 362 ,
270 , 21 , 547 , 36 ,
121 , 255 , 474

3 Complete:

- a The **even** number that comes just after 24 is _____.
- b The **even** number that comes just after 313 is _____.
- c The **odd** number that comes just before 91 is _____.
- d The **odd** number that comes just before 350 is _____.
- e The **odd** numbers between 25 and 32 are _____.

**4 Complete:**

- a The sum of two **odd** numbers is an _____ number.
- b The sum of two **even** numbers is an _____ number.
- c The sum of an **odd** number and an **even** number is an _____ number.
- d The sum of an **odd** number and 1 is an _____ number.
- e The sum of an **even** number and 2 is an _____ number.



5 Double each number and then determine if the sum is an even number or an odd number:

Number	Double	Even Number or Odd Number
a 2	$2 + 2 = 4$	Even Number
b 5	$5 + 5 = 10$	
c 9	$9 + 9 = 18$	
d 6	$6 + 6 = 12$	Even Number
e 18	$18 + 18 = 36$	
f 10	$10 + 10 = 20$	

6 Find the sum and then determine if the sum is an even number or an odd number:

Addition	Sum	Even Number or Odd Number
a $5 + 7$	12	Even Number
b $3 + 6$	$3 + 6 = 9$	
c $8 + 6$	$8 + 6 = 14$	
d $37 + 15$	$37 + 15 = 52$	
e $24 + 25$	$24 + 25 = 49$	
f $12 + 38$	$12 + 38 = 50$	



HOME ACTIVITIES

1 Circle the **even** numbers:

125 , 278 , 568 , 249 , 52 , 76 , 621 , 95

473 , 111 , 337 , 900 , 54 , 101 , 645 , 62

503 , 210 , 374 , 222 , 12 , 219 , 320 , 15

660 , 277 , 126 , 357 , 103 , 38 , 20 , 999

2 Circle the **odd** numbers:

541 , 257 , 336 , 774 , 89 , 98 , 56 , 65

102 , 315 , 211 , 112 , 108 , 659 , 221 , 100

45 , 12 , 290 , 244 , 131 , 633 , 717 , 210

103 , 275 , 600 , 444 , 68 , 92 , 137 , 415

3 Complete:

a The **even** number that comes right **after**:

1 33 is  2 52 is  3 59 is 

4 622 is  5 924 is  6 155 is 

b The **even** number that comes right **before**:

1 12 is  2 30 is  3 61 is 

4 345 is  5 102 is  6 700 is 

4 Complete:

a The odd number that comes right after:

1 23 is

2 53 is

3 99 is

4 126 is

5 421 is

6 550 is

b The odd number that comes right before:

1 14 is

2 67 is

3 41 is

4 534 is

5 100 is

6 777 is

5 Complete:

a The odd numbers between 52 and 62 are:

b The even numbers between 102 and 110 are:

c The sum of two odd numbers is an _____ number.

d The sum of two even numbers is an _____ number.

e The sum of an odd number and an even number is an _____ number.

f An odd number + 1 = an _____ number.

g An odd number + 2 = an _____ number.

h An odd number - 1 = an _____ number.

i An odd number - 2 = an _____ number.

j An even number + 1 = an _____ number.

k An even number + 2 = an _____ number.

l An even number - 1 = an _____ number.

m An even number - 2 = an _____ number.



- 6 Double each number and then determine if the sum is an even number or an odd number:

Number	Double	Even Number or Odd Number
a 2	$2 + 2 =$	
b 3	$3 + 3 =$	
c 7	$7 + 7 =$	
d 8	$8 + 8 =$	
e 9	$9 + 9 =$	
f 1	$1 + 1 =$	
g 5	$5 + 5 =$	
h 6	$6 + 6 =$	
i 4	$4 + 4 =$	

Number	Double	Even Number or Odd Number
j 43	$43 + 43 =$	
k 25	$25 + 25 =$	
l 44	$44 + 44 =$	
m 18	$18 + 18 =$	
n 19	$19 + 19 =$	
o 10	$10 + 10 =$	
p 51	$51 + 51 =$	
q 26	$26 + 26 =$	
r 32	$32 + 32 =$	

- 7 Find the sum and then determine if the sum is an even number or an odd number:

Addition	Sum	Even Number or Odd Number
a $4 + 3$		
b $8 + 6$		
c $7 + 7$		
d $9 + 5$		
e $4 + 2$		
f $12 + 14$		
g $17 + 8$		
h $12 + 5$		
i $23 + 31$		

Addition	Sum	Even Number or Odd Number
j $23 + 5$		
k $14 + 7$		
l $9 + 17$		
m $33 + 8$		
n $22 + 18$		
o $77 + 2$		
p $37 + 4$		
q $12 + 81$		
r $43 + 36$		

Worksheet

Choose the correct answer:

- (a) The **even** number that comes right **after** 452 is
(451 **or** 453 **or** 454)
- (b) The **sum** of two **odd** numbers is an
number, (**odd** **or** **even**)
- (c) 5 Ones + 7 Tens + 6 Hundreds =
(576 **or** 675 **or** 765)
- (d) The **smallest** 3-digit number is
(100 **or** 102 **or** 123)
- (e) _____ is an **even** number.
(253 **or** 867 **or** 536)

Complete the following:

- (a) 25, 43, 267, are _____ numbers.
- (b) The **greatest** 3-different-digit number is _____
- (c) The **place value** of the digit 8 in 258 is _____
- (d) The **odd** number that comes right **before** 101 is _____
- (e) $208 \div 8 =$ _____

Answer the following:

- (a) **From the following numbers:**

425 , 47 , 102 , 318 , 236 , 223 , 71 , 479 , 80

The **even** numbers are: _____

The **odd** numbers are: _____

- (b) **Create a story problem, then solve it:**

Salah - had - 500 LE - bought - a bicycle - 300 LE - the money left.

Lessons

Patterns

العددية الأنماط

To complete a numerical pattern:

لكي تكمل النمط العددي

- Find the key by subtracting any two consecutive numbers.
- أوجد قاعدة النمط (المفتاح) بطرح أي عددين متتاليين.
- Find out if the pattern is ascending (+) or descending (-).
- اكتشف، هل النمط تصاعدي (+) أم تنازلي (-)؟
- Complete the pattern.
- أكمل النمط العددي.

Ex.



1 Complete the following numerical patterns:

a

0	3	6	9		
---	---	---	---	--	--

Rule

b

10	15	20	25		
----	----	----	----	--	--

Rule

c

20	30	40	50		
----	----	----	----	--	--

Rule

d

20	17	14	11		
----	----	----	----	--	--

Rule



e

30	25	20	15		
----	----	----	----	--	--

Rule

--

2 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

	Pattern	Rule
a	75 , 66 , 57 ,	1 + 10
b	30 , 40 , 50 ,	2 + 6
c	12 , 18 , 24 ,	3 - 9
d	66 , 70 , 74 ,	4 - 10
e	90 , 80 , 70 ,	5 3
f	27 , 24 , 21 ,	6 + 4

3 Use the **given rule** to complete the numerical pattern:

a	Rule	+ 5	➤	35	,		,		,
		- 2	➤	35	,		,		,
b	Rule	+ 2	➤	20	,		,		,
		- 3	➤	20	,		,		,
c	Rule	+ 4	➤	37	,		,		,
		- 4	➤	37	,		,		,



HOME ACTIVITIES

1 Complete the following numerical patterns:



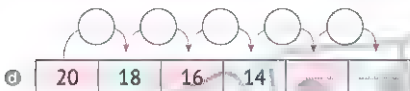
Rule



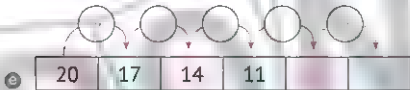
Rule



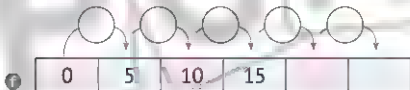
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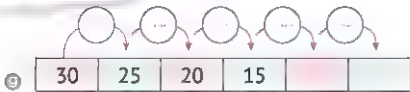
Rule



Rule



Rule



Rule



2 Complete the following numerical patterns:

a

10	20	30	40		
----	----	----	----	--	--

Rule

--

b

0	20	40	60		
---	----	----	----	--	--

Rule

--

c

80	70	60	50		
----	----	----	----	--	--

Rule

--

d

120	100	80	60		
-----	-----	----	----	--	--

Rule

--

e

15	12	9	6		
----	----	---	---	--	--

Rule

--

f

0	4	8	12		
---	---	---	----	--	--

Rule

--

g

20	16	12	8		
----	----	----	---	--	--

Rule

--

h

11	22	33	44		
----	----	----	----	--	--

Rule

--

- 3 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

Pattern	Rule
a 2 , 4 , 6 , ,	1 - 2
b 24 , 22 , 20 , ,	2 - 9
c 75 , 66 , 57 , ,	3 + 2
d 75 , 78 , 81 , ,	4 - 10
e 30 , 40 , 50 , ,	5 + 3
f 70 , 60 , 50 , ,	6 + 10

- 4 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

Pattern	Rule
a 12 , 18 , 24 , ,	1 - 6
b 36 , 30 , 24 , ,	2 + 6
c 66 , 70 , 74 , ,	3 - 4
d 82 , 78 , 74 , ,	4 + 4
e 90 , 80 , 70 , ,	5 - 3
f 27 , 24 , 21 , ,	6 - 10



5 Use the **given rule** to complete the numerical pattern:

a	Rule	$+ 5 \rightarrow 35$,		,		,		,
		$- 2 \rightarrow 35$,		,		,		,

b	Rule	$+ 2 \rightarrow 20$,		,		,		,
		$- 3 \rightarrow 20$,		,		,		,

c	Rule	$+ 5 \rightarrow 50$,		,		,		,
		$- 5 \rightarrow 50$,		,		,		,

d	Rule	$+ 10 \rightarrow 50$,		,		,		,
		$- 10 \rightarrow 50$,		,		,		,

e	Rule	$+ 11 \rightarrow 33$,		,		,		,
		$- 5 \rightarrow 33$,		,		,		,

f	Rule	$+ 4 \rightarrow 37$,		,		,		,
		$- 4 \rightarrow 37$,		,		,		,

Worksheet



48.5

Choose the correct answer:

- a) 20 Tens = _____ Hundreds (2 or 20 or 200)
 b) 600 Ones = _____ Tens (6 or 60 or 600)
 c) $5 + 0 + 3 =$ _____ (503 or 8 or 53)
 d) The number that comes after 399 is _____ (400 or 499 or 398)
 e) Seven hundred and forty = _____ (714 or 740 or 704)

Find: Complete the following:

- a) The greatest 3-different-digit number is _____
 b) The place value of the digit 6 in 620 is _____
 c) $25 + \underline{\hspace{1cm}} = 65 + 25$
 d) 23, 33, 43, _____, _____ Rule: _____ (In the same pattern)
 e) "3 Ones, 5 Tens, 2 Hundreds" in digits is _____

Answer the following:

a) Use the given rule to complete the numerical pattern:

1	35 , _____ , _____ , _____	Rule	+ 5
2	35 , _____ , _____ , _____	Rule	- 2
3	33 , _____ , _____ , _____	Rule	+11
4	33 , _____ , _____ , _____	Rule	- 5

b) Put (>, =, or <):

- 1 806 _____ 860 2 325 _____ $300 + 25$
 3 5 Hundreds _____ 20 Tens 4 $90 + 2$ _____ $90 - 2$

c) Arrange the following numbers in an ascending order:

523 , 203 , 620

Lessons

Arrays

المصفوفات

Array مصفوفة

It is a collection of objects arranged in horizontal rows and vertical columns, and it's complete with no empty spaces.

هي مجموعة من الأشياء المرتبة في صفوف أفقية، وأعمدة رأسية، وهي مكتملة لا يوجد بها فراغات.

Ex. In the opposite array.

The number of rows is 3

The number of strawberries in each row is 5

The total number of strawberries is $5 + 5 + 5 = 15$ strawberries.



The number of columns is 5

The number of strawberries in each column is 3.

The total number of strawberries is $3 + 3 + 3 + 3 + 3 = 15$ strawberries.

The array is called: 3 by 5 (3 rows by 5 columns).

1 Complete the following according to the array:

- a ① The number of rows is
- ② The number of balls in each row is ... balls.
- ③ The total number of balls is

$$+ + + = \dots \text{ balls.}$$



- 4 The number of columns is
- 5 The number of balls in each column is ... balls.
- 6 The total number of balls is $+ + + + + + = \dots$ balls.

- 7 The array is called: ... by ...

- 1 The number of rows is _____.
 2 The number of **apples** in each row is _____ apples.
 3 The total number of **apples** is _____
 + _____ + _____ = _____ apples.
 4 The number of columns is _____.
 5 The number of **apples** in each column is _____ apples.
 6 The total number of **apples** is _____ + _____ + _____ + _____
 = _____ apples.
 7 The array is called: _____ by _____.



- 1 The number of rows is _____.
 2 The number of **cars** in each row is _____ cars.
 3 The total number of **cars** is _____
 + _____ + _____ + _____ = _____ cars.
 4 The number of columns is _____.
 5 The number of **cars** in each column is _____ cars.
 6 The total number of **cars** is _____ + _____ + _____ = _____ cars.
 7 The array is called: _____ by _____.



- 1 The number of rows is _____.
 2 The number of **books** in each row is _____ books.
 3 The total number of **books** is _____
 + _____ + _____ = _____ books.
 4 The number of columns is _____.
 5 The number of **books** in each column is _____ books.
 6 The total number of **books** is _____ + _____ + _____ + _____ + _____ + _____ + _____ = _____ books.
 7 The array is called: _____ by _____.





HOME ACTIVITIES

Complete the following according to the array:

a 1 The number of rows is $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

2 The number of balls in each row is $\frac{1}{1}$ balls.

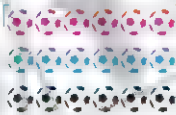
3 The total number of balls is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ balls.

4 The number of columns is $\frac{1}{1}$.

5 The number of balls in each column is $\frac{1}{1}$ balls.

6 The total number of balls is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ balls.

7 The array is called: $\frac{1}{1}$ by $\frac{1}{1}$.



b 1 The number of rows is $\frac{1}{1}$.

2 The number of balls in each row is $\frac{1}{1}$ balls.

3 The total number of balls is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ balls.

4 The number of columns is $\frac{1}{1}$.

5 The number of balls in each column is $\frac{1}{1}$ balls.

6 The total number of balls is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ balls.

7 The array is called: $\frac{1}{1}$ by $\frac{1}{1}$.



c 1 The number of rows is $\frac{1}{1}$.

2 The number of apples in each row is $\frac{1}{1}$ apples.

3 The total number of apples is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ apples.

4 The number of columns is $\frac{1}{1}$.

5 The number of apples in each column is $\frac{1}{1}$ apples.

6 The total number of apples is $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ + $\frac{1}{1}$ = $\frac{1}{1}$ apples.

7 The array is called: $\frac{1}{1}$ by $\frac{1}{1}$.



- d 1 The number of rows is _____.
- 2 The number of **apples** in each row is _____ apples.
- 3 The total number of **apples** is _____
 $+$ _____ $=$ _____ apples.
- 4 The number of columns is _____.
- 5 The number of **apples** in each column is _____ apples.
- 6 The total number of **apples** is _____ $+$ _____ $+$ _____ $+$ _____ $+$ _____ $+$ _____
 $=$ _____ apples.
- 7 The array is called: _____ by _____.



- e 1 The number of rows is _____.
- 2 The number of **cars** in each row is _____ cars.
- 3 The total number of **cars** is _____
 $+$ _____ $+$ _____ $+$ _____ $=$ _____ cars.
- 4 The number of columns is _____.
- 5 The number of **cars** in each column is _____ cars.
- 6 The total number of **cars** is _____ $+$ _____ $+$ _____ $=$ _____ cars.
- 7 The array is called: _____ by _____.



- f 1 The number of rows is _____.
- 2 The number of **cars** in each row is _____ cars.
- 3 The total number of **cars** is _____
 $+$ _____ $+$ _____ $+$ _____ $+$ _____ $=$ _____ cars.
- 4 The number of columns is _____.
- 5 The number of **cars** in each column is _____ cars.
- 6 The total number of **cars** is _____ $+$ _____ $+$ _____ $+$ _____ $=$ _____ cars.
- 7 The array is called: _____ by _____.





- 9 ① The number of rows is _____ .
 2 The number of **books** in each row is _____ books.

③ The total number of **books** is _____ .
 $_____ + _____ = _____$ books.

④ The number of columns is _____ .
 ⑤ The number of **books** in each column is _____ books.

⑥ The total number of **books** is _____ .
 $_____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ = _____$ books.

⑦ The array is called: _____ by _____ .



- h ① The number of rows is _____ .
 ② The number of **books** in each row is _____ books.

③ The total number of **books** is _____ .
 $_____ + _____ = _____$ books.

④ The number of columns is _____ .
 ⑤ The number of **books** in each column is _____ books.

⑥ The total number of **books** is _____ .
 $_____ + _____ + _____ + _____ + _____ + _____ = _____$ books.

⑦ The array is called: _____ by _____ .



- i ① The number of rows is _____ .
 ② The number of **dogs** in each row is _____ dogs.

③ The total number of **dogs** is _____ dogs.

④ The number of columns is _____ .
 ⑤ The number of **dogs** in each column is _____ dogs.

⑥ The total number of **dogs** is _____ .
 $_____ + _____ + _____ + _____ + _____ = _____$ dogs.

⑦ The array is called: _____ by _____ .



- 1 The number of rows is _____.
- 2 The number of **dogs** in each row is _____ dogs.
- 3 The total number of **dogs** is _____
= _____ dogs.
- 4 The number of columns is _____.
- 5 The number of **dogs** in each column is _____ dogs.
- 6 The total number of **dogs** is _____
= _____ dogs.
- 7 The array is called: _____ by _____.



6-10

- 1 The number of rows is _____.
- 2 The number of **cars** in each row is _____ cars.
- 3 The total number of **cars** is _____
= _____ cars.
- 4 The number of columns is _____.
- 5 The number of **cars** in each column is _____ cars.
- 6 The total number of **cars** is _____
= _____ cars.
- 7 The array is called: _____ by _____.



Worksheet

Choose the correct answer:

- a The **value** of the digit 5 in 458 is (5 or 50 or 500)
 b Four hundred and twenty = (420 or 240 or 402)
 c 5 Hundreds, 3 Ones = (350 or 503 or 530)
 d The **smallest** number formed from 3, 9 and 1 is (391 or 931 or 139)
 e The sum of two **even** numbers is an _____ number. (odd or even)

Complete the following:

- a The **greatest** 3-different-digit number is _____
 b The **place value** of the digit 8 in 382 is _____
 c 310, 320, _____ (in the same pattern).
 d 509 (in words) = _____
 e _____ Ones + _____ Hundreds = 708







Answer the following:

a Find the total amount of money:

1

			
			
Hundreds	Tens	Ones	Pounds
+	+	=	

2

			
			
Hundreds	Tens	Ones	Pounds
+	+	=	

b Complete according to the array:

The total number of dogs is

= _____ dogs

or

= _____ dogs.

The array is called: _____ by _____



Chapter 9

Chapter Lessons



Lesson 1 Estimating Sums and Differences

Outcomes

- Participating in Calendar Math Activities.
- Applying strategies to estimate quantities.
- Applying strategies to estimate sums and differences.

Lesson 2 Rounding to the Nearest Ten

Outcomes

- Participating in Calendar Math Activities.
- Rounding 2-digit numbers to the nearest Ten.
- Rounding two 2-digit numbers to estimate their sums.

Lesson 3 Applications on Estimating and Rounding

Outcomes

- Participating in Calendar Math Activities.
- Applying estimation strategies in problem solving situations.
- Estimating sums and differences.
- Rounding 3-digit numbers to the nearest Hundred.

Lessons 4&5 Adding Two 2-Digit Numbers With Regrouping

Outcomes

- Participating in Calendar Math Activities.
- Adding two 2-digit numbers with regrouping.
- Explaining why it is sometimes necessary to regroup to solve problems.
- Using place value to regroup and add.

Lessons 6–8 Adding Two 3-Digit Numbers

Outcomes

- Participating in Calendar Math Activities.
- Using place value models to regroup and add.
- Adding two 2-digit numbers with regrouping.
- Adding two 3-digit numbers with regrouping.
- Applying mental math strategies to solve an addition problem involving regrouping.

Lessons 9&10 Various Strategies for Adding Two Numbers

Outcomes

- Participating in Calendar Math Activities.
- Adding two 2- and 3-digit numbers with regrouping.
- Making connection between concrete and abstract models of regrouping.
- Identifying and correcting errors in estimation and regrouping problems.

Lesson 1 Estimating Sums and Differences

1

تقدير ناتج الجمع والطرح

Front-End Estimation Strategy

To estimate a two-digit number:

لتقدير عدد مكون من رقمين:

- Replace the **Ones** digit with zero

- احذف رقم الآحاد وضع مكانه صفرًا

$$24 \rightarrow 20$$

- Keep the **Tens** digit as it is.

$$47 \rightarrow 40$$

- احتفظ برقم العشرات (أول رقم من اليسار) كما هو دون تغيير.

To estimate a three-digit number:

لتقدير عدد مكون من ٣ أرقام:

- Replace the **Ones** and **Tens** digits with zeros.

- احذف رقمي الآحاد والعشرات وضع مكانهما صفرين

$$142 \rightarrow 100$$

- Keep the **Hundreds** digit as it is.

$$589 \rightarrow 500$$

- احتفظ برقم المئات (أول رقم من اليسار) كما هو دون تغيير

1 Estimate:

a $57 \rightarrow$

b $127 \rightarrow$

c $37 \rightarrow$

d $92 \rightarrow$

e $609 \rightarrow$

f $378 \rightarrow$

2 Use **Front-end Estimation** to rewrite the problems.

Then estimate the **result** of the sum or difference:

a $53 + 15 \rightarrow$ $\quad + \quad =$

b $86 - 25 \rightarrow$ $\quad - \quad =$

c $57 + 22 \rightarrow$ $\quad + \quad =$

d $93 - 41 \rightarrow$ $\quad - \quad =$



HOME ACTIVITIES

1 Estimate:

a $53 \rightarrow$

b $28 \rightarrow$

c $92 \rightarrow$

d $14 \rightarrow$

e $37 \rightarrow$

f $69 \rightarrow$

g $96 \rightarrow$

h $538 \rightarrow$

i $327 \rightarrow$

j $196 \rightarrow$

k $300 \rightarrow$

l $547 \rightarrow$

m $821 \rightarrow$

n $107 \rightarrow$

2 Use **Front-End Estimation** to rewrite the problems.

Then estimate the **result** of the sum or difference:

a $45 + 38 \rightarrow$

$+$ $\quad =$

b $63 - 45 \rightarrow$

$-$ $\quad =$

c $68 + 17 \rightarrow$

$+$ $\quad =$

d $42 - 36 \rightarrow$

$-$ $\quad =$

e $37 + 18 \rightarrow$

$+$ $\quad =$

f $98 - 36 \rightarrow$

$-$ $\quad =$

g $458 + 254 \rightarrow$

$+$ $\quad =$

h $456 - 217 \rightarrow$

$-$ $\quad =$

3 Find the result and then estimate, as in the examples:

Ex.

24	→	20
+ 37	→	+ 30
61		50

a

34	→	
+ 35	→	+

c

48	→	
+ 34	→	+

e

60	→	
+ 18	→	+

g

53	→	
+ 35	→	+

Ex.

86	→	80
- 34	→	- 30
52		50

b

45	→	
- 23	→	-

d

79	→	
- 15	→	-

f

88	→	
- 17	→	-

h

58	→	
- 47	→	-

Worksheet 1

First: Choose the correct answer:

- a) The **greatest** number formed from the digits 3, 5 and 8 is
 (538 or 853 or 385)
- b) 7 Hundreds, 2 Tens, 3 Ones =
 (723 or 327 or 272)
- c) The **place value** of 4 in 548 is
 (Ones or Tens or Hundreds)
- d) $864 - \quad + 60 + 4$
 (8 or 80 or 800)
- e) $4 + 0 + 2 =$
 (6 or 42 or 402)

Second: Complete the following:

- a) The number that comes right **before** 567 is
- b) The number of vertices of the **cube** is
- c) $27 + 65 = \quad + 27$
- d) $85 - \quad = 35$
- e) 200, 300, 400, **Rule:** (In the same pattern)

Third: Answer the following:

- a) Ahmed bought a book for 35 LE and a pen for 22 LE.

How much money did he pay?

• Ahmed paid - + = LE.

- b) Put (<, >, or =):

① 784 784

② 475 $40 + 700 + 5$

③ 264 $200 + 3$

④ 7 Hundreds, 4 Tens 704

- c) Estimate:

① 357 \rightarrow \approx

② 58 \rightarrow \approx

③ 627 \rightarrow \approx

④ 73 \rightarrow \approx

Lesson

2

Rounding to the Nearest Ten

التقريب لأقرب عشرة

Rounding means replacing the number with another number that is very close to it, according to a certain rule.

التقريب هو حذف العدد ووضع عدد آخر قريب منه جدًا، طبقًا لقاعدة محددة.

Rounding Using a Number Line

التقريب باستخدام خط الأعداد

When numbers from 70 to 80 are rounded to the nearest 10:

عند تقريب الأعداد من ٧٠ إلى ٨٠ لأقرب ١٠.

- ① We determine the midpoint between 70 and 80, which is 75.

① نحدد نقطة المنتصف بين العددين ٧٠ و ٨٠ وهي (٧٥).

- ② Numbers to the left of the midpoint are closest to the smaller number, 70.

70 → 70 71 → 70 73 → 70
72 → 70 74 → 70

② الأعداد التي تقع على يسار نقطة المنتصف أقرب إلى العدد الأصغر (٧٠).

- ③ Numbers to the right of the midpoint are closest to the larger number, 80.

76 → 80 78 → 80
77 → 80 79 → 80 80 → 80

③ الأعداد التي تقع على يمين نقطة المنتصف أقرب إلى عدد الأكبر (٨٠).

- ④ The number at the midpoint rounds to the larger number.

75 → 80

④ العدد الذي يقع عند نقطة المنتصف يقرب للعدد الأكبر



74 → 70
Round to 70

Middle
Round to 80

76 → 80
Round to 80

قواعد التقريب

1 Find the **place** of the **Tens** digit and circle it.

1 أوجد مكان العشرات وضع عليه دائرة.

2 Replace the **Ones** digit with 0.

2 احذف الآحاد وضع مكانها صفرًا.

3 Look at the **Ones** digit.

3 انظر إلى خانة الآحاد.

If the **Ones** digit is 0, 1, 2, 3 or 4,
the **Tens** digit stays as it is.

لو كان رقم الآحاد ٠، ١، ٢، ٣، ٤،
يبقى رقم العشرات كما هو

$\begin{array}{c} \textcircled{2} \textcircled{2} \\ \downarrow \\ 20 \end{array}$

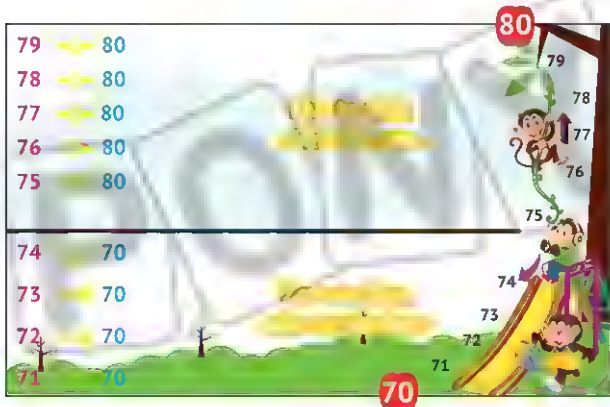
If the **Ones** digit is 5, 6, 7, 8 or 9,
we add 1 to the **Tens** digit.

لو كان رقم الآحاد ٥، ٦، ٧، ٨، ٩
نضيف (١) إلى رقم العشرات

$\begin{array}{c} \textcircled{7} \textcircled{6} \\ +1 \downarrow \\ 80 \end{array}$

79 → 80
78 → 80
77 → 80
76 → 80
75 → 80

74 → 70
73 → 70
72 → 70
71 → 70



- 1 Use the blank number line to help you round each number to the nearest Ten:



Number

Rounding to the
Nearest 10

a	41	
b	42	
c	43	
d	44	
e	45	
f	46	
g	47	
h	48	
i	49	
j	50	

- 2 Round to the nearest 10:

a 23 →

b 97 →

c 324 →

d 87 →

e 34 →

f 62 →

g 738 →

h 55 →

i 18 →

j 297 →



HOME ACTIVITIES

- 1 Use the blank **number line** to help you round each number to the nearest **Ten**:



Number	Rounding to the Nearest 10
a 31	
b 32	
c 33	
d 34	
e 35	

Number	Rounding to the Nearest 10
f 36	
g 37	
h 38	
i 39	
j 40	

- 2 Use the blank **number line** to help you round each number to the nearest **Ten**:



Number	Rounding to the Nearest 10
a 61	
b 62	
c 63	
d 64	
e 65	

Number	Rounding to the Nearest 10
f 66	
g 67	
h 68	
i 69	
j 70	

- 3 Use the blank **number line** to help you round each number to the nearest **Ten**:



Number	Rounding to the Nearest 10
a 91	
b 92	
c 93	
d 94	
e 95	

Number	Rounding to the Nearest 10
f 96	
g 97	
h 98	
i 99	
j 100	

4 Round to the nearest 10:

a $45 \rightarrow$

c $88 \rightarrow$

e $20 \rightarrow$

g $57 \rightarrow$

i $24 \rightarrow$

b $15 \rightarrow$

d $71 \rightarrow$

f $35 \rightarrow$

h $32 \rightarrow$

j $83 \rightarrow$

5 Round to the nearest 10:

a $347 \rightarrow$

c $295 \rightarrow$

e $315 \rightarrow$

g $732 \rightarrow$

i $517 \rightarrow$

b $512 \rightarrow$

d $369 \rightarrow$

f $412 \rightarrow$

h $496 \rightarrow$

j $800 \rightarrow$

6 Complete the following table:

	Number	Estimation	Rounding to the Nearest 10
a	78		
b	72		
c	75		
d	108		
e	103		

Worksheet 2

2

Lesson

First: Choose the correct answer:

- a The number that comes just after 573 is
(400 or 574 or 600)
- b $425 = 5 + 20 +$
(200 or 300 or 400)
- c The **place value** of 6 in 613 is (Hundreds or Tens or Ones)
- d The **greatest** number formed from 3 digits is
(635 or 700 or 999)
- e 456 to the nearest 10 =
(450 or 460 or 400)

Second: Complete the following:

- a 3 Tens, 4 Ones, 7 Hundreds is written in digits as
- b 100, 200, 300, (In the same pattern)
- c The **greatest** number formed from the digits 4, 1 and 9 is
- d $612 =$ Tens, Ones, Hundreds.
- e 500 rounded to the nearest 10 =

Third: Answer the following:**a** Round each of the following to the nearest 10:

- | | |
|---------|---------|
| 1 58 : | 2 36 : |
| 3 21 : | 4 14 : |
| 5 365 : | 6 718 : |
| 7 623 : | 8 298 : |

b Mina bought a group of toys for 200 LE and a mobile for 300 LE.

How much money did Mina pay?

- Mina paid = LE.

c Arrange the following numbers in an ascending order

419 , 149 , 914 , 941

Lesson 3

Applications on Estimating and Rounding

تطبيقات على التقدير والتقريب

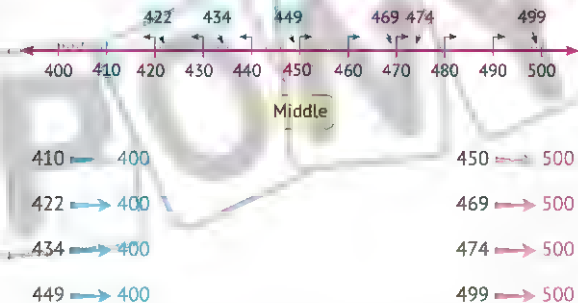
Rounding Using a Number Line

التقريب باستخدام خط الأعداد

When numbers from 400 to 500 are rounded to the nearest 100:

عند تقريب الأعداد من ٤٠٠ إلى ٥٠٠ لأقرب ١٠٠

- ① We determine the midpoint between 400 and 500, which is 450.
نحدد نقطة المنتصف بين العددين ٤٠٠ و ٥٠٠ وهي (٤٥٠).
- ② Numbers to the left of the midpoint are closest to the smaller number, 400.
الأعداد التي تقع على يسار نقطة المنتصف أقرب إلى العدد الأصغر (٤٠٠).
- ③ Numbers to the right of the midpoint are closest to the larger number, 500.
الأعداد التي تقع على يمين نقطة المنتصف أقرب إلى العدد الأكبر (٥٠٠).
- ④ The number at the midpoint rounds to the larger number.
العدد الذي يقع عند نقطة المنتصف يقرب لعدد الأكبر (٥٠٠).



Rounding Rules قواعد التقريب

- 1 Find the **place** of the **Hundreds** digit and circle it.

1 حدد رقم المئات وضع عليه دائرة.

- 2 Replace the **Ones** and **Tens** digits with zeros.

2 احذف رقمي الآحاد والعشرات وضع مكانهما صفرين (00).

- 3 Look at the **Tens** digit.

3 انظر إلى خانة العشرات.

If the **Tens** digit is 0, 1, 2, 3 or 4,
the **Hundreds** digit stays as it is

If the **Ones** digit is 5, 6, 7, 8 or 9,
we add 1 to the **Hundreds** digit.

لو كان رقم العشرات

٤، ٣، ٢، ١، ٠

يبقى رقم المئات

كما هو

2 2 7
2 0 0

لو كان رقم العشرات

٩، ٨، ٧، ٦، ٥

نضيف (١)

إلى رقم المئات

7 6 7
+1
8 0 0

- 1 Use the blank **number line** to help you round each number to the nearest **Hundred**:



Number Rounding to the Nearest 100

Number Rounding to the Nearest 100

a 302	
b 325	
c 338	
d 347	
e 349	

f 360	
g 377	
h 385	
i 392	
j 309	

2 Round to the nearest 100:

a $123 \rightarrow$

b $197 \rightarrow$

c $222 \rightarrow$

d $833 \rightarrow$

e $738 \rightarrow$

f $220 \rightarrow$

g $773 \rightarrow$

h $297 \rightarrow$

i $99 \rightarrow$

j $38 \rightarrow$

3 Complete the following table:

Number	235	a 357	b 298	c 564
Front-End Estimation	200			
Rounding to the Nearest 10	240			
Rounding to the Nearest 100	200			



HOME ACTIVITIES

- 1 Use the blank **number line** to help you round each number to the nearest **Hundred**:



Number	Rounding to the Nearest 100
a 215	
b 231	
c 257	
d 273	
e 294	

Number	Rounding to the Nearest 100
f 228	
g 246	
h 261	
i 284	
j 250	

- 2 Use the blank **number line** to help you round each number to the nearest **Hundred**:



Number	Rounding to the Nearest 100
a 417	
b 423	
c 459	
d 476	
e 460	

Number	Rounding to the Nearest 100
f 436	
g 449	
h 462	
i 489	
j 499	

- 3 Use the blank **number line** to help you round each number to the nearest **Hundred**:



Number	Rounding to the Nearest 100
a 702	
b 719	
c 728	
d 730	
e 749	

Number	Rounding to the Nearest 100
f 781	
g 752	
h 761	
i 777	
j 792	

- 4 Round to the nearest **100**:

a 123 →

b 254 →

c 197 →

d 347 →

e 222 →

f 512 →

g 833 →

h 887 →

i 208 →

i 347 →

k 412 →

l 620 →

m 732 →

n 38 →

5 Complete the following table:

	Number	Estimation	Rounding to the Nearest 10	Rounding to the Nearest 100
a	238			
b	154			
c	196			
d	245			
e	632			
f	108			
g	71			
h	98			
i	45			
j	63			

Worksheet 3

First: Choose the correct answer:

- a) 8 Hundreds, 5 Ones = ... (805 or 603 or 63)
- b) The **smallest** number formed from 7, 5 and 8 is ... (785 or 578 or 875)
- c) The **place value** of 7 in 745 is ... (Ones or Tens or Hundreds)
- d) 583 to the nearest 100 = ... (600 or 580 or 500)
- e) 537 comes right **after** ... (536 or 538 or 547)

Second: Complete the following:

- a) The **greatest** 3-digit number is ...
- b) $123 + 326 = 326 +$...
- c) 4 Ones, 8 Tens, 3 Hundreds is written in **digits** as ...
- d) The **value** of the digit 6 in 654 is ...
- e) The **smallest** 3-digit number that can be formed from the digits 7 and 3 is ...

Third: Answer the following:**a) Find the result:**

① $46 + 33 =$...

③
$$\begin{array}{r} 54 \\ + 14 \\ \hline \end{array}$$

④
$$\begin{array}{r} 57 \\ - 34 \\ \hline \end{array}$$

② $68 - 54 =$...

b) Round each of the following to the nearest 100:

① 298 : ...

② 436 : ...

③ 121 : ...

④ 365 : ...

⑤ 718 : ...

⑥ 623 : ...

c) Arrange the following numbers in an ascending order

419 , 149 , 914 , 941

Lessons

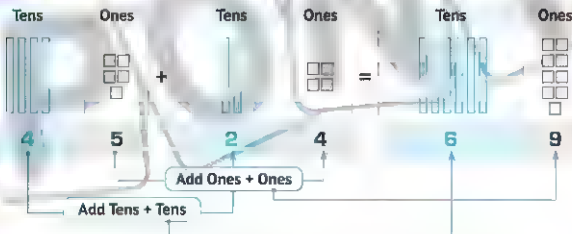
4&5

Adding Two 2-Digit Numbers With Regrouping

جمع عددين كل منهما مكون من رقمين بإعادة التجميع

Lessons 4&5

Ex. Add: $45 + 24$



Ex. Add: $37 + 29$



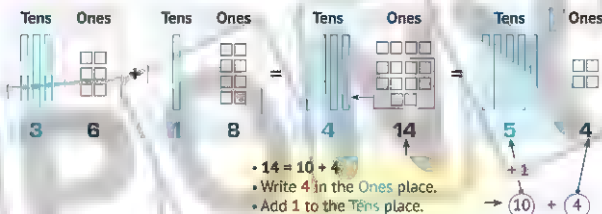
أكبر عدد يمكن أن يكتب في حالة الآحاد هو ٩

The greatest number that can be written in the Ones place is 9.

You know that: $10 \text{ Ones} = 1 \text{ Ten}$, so regroup 10 Ones to be 1 Ten.

تعيد جمع، ١٠ آحاد لتكون ١ عشرات

Then, $16 = 10 + 6$ → Add 1 to the Tens place.

Ex. Add: $36 + 18$ 

1 Draw the Tens as sticks and the Ones as small squares to represent each addend, then use regrouping strategies to find the sum:

a $67 + 29$



b $18 + 67$



c $46 + 35$



Ex.

 Add $24 + 48$

Tens	Ones
2	4
+ 4	8
6	12
+ 1	
7	2

$$\begin{array}{r}
 \textcircled{1} \\
 24 + 48 = 72
 \end{array}$$

$4 + 8 = 12$, write **2** in the Ones place and carry up **1** to the Tens place.

2 Find the result:

a
$$\begin{array}{r} 58 \\ + 29 \\ \hline \end{array}$$

b
$$\begin{array}{r} 67 \\ + 23 \\ \hline \end{array}$$

c
$$\begin{array}{r} 56 \\ + 29 \\ \hline \end{array}$$

d
$$\begin{array}{r} 76 \\ + 21 \\ \hline \end{array}$$

e
$$\begin{array}{r} 56 \\ + 8 \\ \hline \end{array}$$

f
$$\begin{array}{r} 15 \\ + 7 \\ \hline \end{array}$$

g
$$\begin{array}{r} 69 \\ + 18 \\ \hline \end{array}$$

h
$$\begin{array}{r} 28 \\ + 18 \\ \hline \end{array}$$

i
$$\begin{array}{r} 69 \\ + 9 \\ \hline \end{array}$$

3 Add:

a $75 + 9 =$

b $63 + 27 =$

c $56 + 18 =$

d $21 + 19 =$

e $59 + 9 =$

f $65 + 5 =$

g $46 + 28 =$

h $18 + 19 =$

i $67 + 18 =$

j $59 + 48 =$



HOME ACTIVITIES

- 1 Draw the Tens as sticks and the Ones as small squares to represent each addend, then use regrouping strategies to find the sum:

a $15 + 75 =$

Tens Ones

Tens Ones

Tens Ones

Tens Ones

+

=

=

b $26 + 35 =$

Tens Ones

Tens Ones

Tens Ones

Tens Ones

+

=

=

c $46 + 26 =$

Tens Ones

Tens Ones

Tens Ones

Tens Ones

+

=

=

d $57 + 26 =$

Tens Ones

Tens Ones

Tens Ones

Tens Ones

+

=

=

Adding Two 2-Digit Numbers With Regrouping

e $67 + 27 =$

Tens Ones Tens Ones Tens Ones Tens Ones

+

=

=

f $65 + 17 =$

Tens Ones Tens Ones Tens Ones Tens Ones

+

=

=

g $27 + 8 =$

Tens Ones Tens Ones Tens Ones Tens Ones

+

=

=

h $39 + 8 =$

Tens Ones Tens Ones Tens Ones Tens Ones

+

=

=

2 Add:

$$\begin{array}{r} \text{a} \quad 35 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 28 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 16 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 63 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 67 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 66 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 19 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 29 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i} \quad 16 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j} \quad 48 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k} \quad 96 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l} \quad 23 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad 26 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} \text{n} \quad 49 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} \text{o} \quad 16 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} \text{p} \quad 56 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{q} \quad 64 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} \text{r} \quad 68 \\ + 15 \\ \hline \end{array}$$

3 Add:

a $45 + 24 =$

b $36 + 23 =$

c $67 + 24 =$

d $56 + 15 =$

e $16 + 26 =$

f $28 + 16 =$

g $76 + 7 =$

h $68 + 8 =$

i $56 + 9 =$

j $47 + 5 =$

k $28 + 6 =$

l $56 + 17 =$

m $19 + 7 =$

n $29 + 5 =$

o $54 + 24 + 6 =$

p $18 + 28 + 15 =$

q $28 + 17 + 15 =$

Worksheet 4

First: Choose the correct answer:

- a) The **smallest** number formed from 3 digits is
(100 or 102 or 123)
- b) 9 Tens + 5 Ones =
(59 or 95 or 14)
- c) 458 rounded to the nearest is 460, (10 or 100 or 1,000)
- d) $20 + 0 + 5 =$
(205 or 7 or 25)
- e) The estimation of 562 by **Front End Est** mat on is
(600 or 500 or 560)

Second: Complete the following:

- a) $28 =$ Ones + Tens
- b) Two hundred fifty-six (**in digits**):
- c) 246 rounded to the nearest **Hundred** is
- d) 5 Hundreds and 3 Ones - (**In digits**)
- e) The **place value** of the digit 7 in 376 is

Third: Answer the following:**a) Add:**

$$\begin{array}{r} 1 \quad 75 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 28 \\ + 16 \\ \hline \end{array}$$

$$3 \quad 47 + 38 =$$

$$4 \quad 24 + 39 =$$

- b) Sara has 28 pounds and Amir has 37 pounds.

How much money do they have altogether?

Lessons

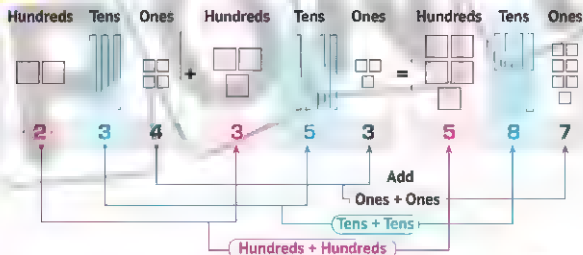
6-8

Adding Two 3-Digit Numbers

جمع عددین کل منهما مکنون من 3 أرقام

Lessons 6-8

Ex. Add $234 + 353 = 587$



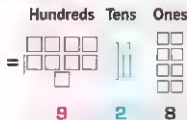
Ex. Add $444 + 484 = 928$



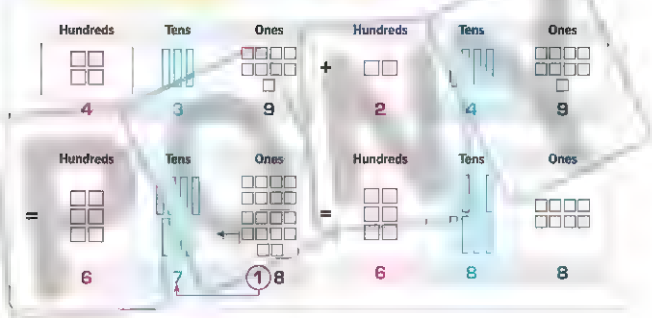
The **greatest** number that can be written in the **Tens** place is 9.

10 Tens = 1 Hundred

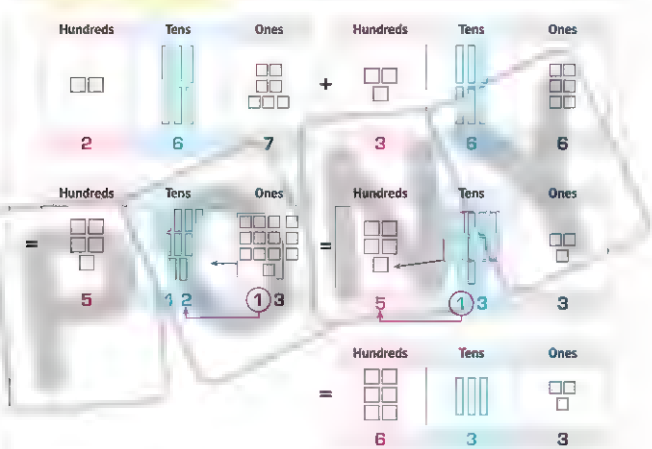
So, regroup 10 Tens to be 1 Hundred.
Then, add 1 to the Hundred place.



$$439 + 249 = 688$$



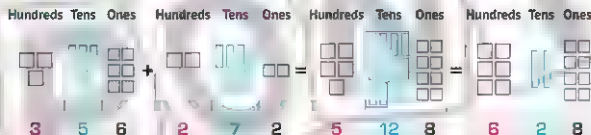
$$267 + 366 = 633$$



- 1 Draw the **Hundreds** as large squares, the **Tens** as sticks, and the **Ones** as small squares to represent each addend, then use the regrouping strategy to find the sum:

Ex.

$356 + 272 = 628$



a $258 + 126 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

+

=

=

b $372 + 464 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

+

=

=

c $427 + 196 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

+

=

=

2 Find the result:

Ex.

$$\begin{array}{r} \textcircled{1} \\ 246 + 139 = 385 \end{array}$$

$$\begin{array}{r} \textcircled{1} \\ 694 + 162 = 856 \end{array}$$

$$\begin{array}{r} \textcircled{1} \\ 456 \\ + 128 \\ \hline 584 \end{array}$$

$$\begin{array}{r} \textcircled{1} \textcircled{1} \\ 126 \\ + 297 \\ \hline 423 \end{array}$$

$$\begin{array}{r} \text{a} \quad 234 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 364 \\ + 128 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 396 \\ + 463 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 127 \\ + 573 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 308 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 563 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 129 \\ + 423 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 563 \\ + 127 \\ + 62 \\ \hline \end{array}$$

$$\text{i} \quad 236 + 124 =$$

$$\text{j} \quad 463 + 128 =$$

$$\text{k} \quad 109 + 573 =$$

$$\text{l} \quad 647 + 219 =$$

$$\text{m} \quad 266 + 124 + 389 =$$





HOME ACTIVITIES

- 1 Draw the **Hundreds** as **large squares**, the **Tens** as **sticks** and the **Ones** as **small squares** to **represent each addend**, then use the **regrouping strategy** to find the sum:

a $123 + 365 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
----------	------	------	----------	------	------	----------	------	------

+

=

b $281 + 516 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
----------	------	------	----------	------	------	----------	------	------

+

=

c $357 + 218 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
----------	------	------	----------	------	------	----------	------	------	----------	------	------

+

=

=

d $375 + 109 =$

Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
----------	------	------	----------	------	------	----------	------	------	----------	------	------

+

=

=

e $356 + 128 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

+

=

=

f $371 + 263 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

+

=

=

g $527 + 273 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

+

=

=

h $174 + 229 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

+

=

=

i $109 + 374 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

+

=

=

2 Add:

$$\begin{array}{r} \text{a} \quad 123 \\ + 245 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 456 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 246 \\ + 452 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 135 \\ + 244 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 218 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 325 \\ + \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 126 \\ + \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 337 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i} \quad 578 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j} \quad 257 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k} \quad 217 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l} \quad 456 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad 119 \\ + 167 \\ \hline \end{array}$$

$$\begin{array}{r} \text{n} \quad 378 \\ + 281 \\ \hline \end{array}$$

$$\begin{array}{r} \text{o} \quad 478 \\ + 180 \\ \hline \end{array}$$

$$\begin{array}{r} \text{p} \quad 358 \\ + 204 \\ \hline \end{array}$$

$$\begin{array}{r} \text{q} \quad 535 \\ + 176 \\ \hline \end{array}$$

$$\begin{array}{r} \text{r} \quad 619 \\ + 299 \\ \hline \end{array}$$

$$\begin{array}{r} \text{s} \quad 158 \\ + 294 \\ \hline \end{array}$$

$$\begin{array}{r} \text{t} \quad 398 \\ + 133 \\ \hline \end{array}$$

$$\begin{array}{r} \text{u} \quad 122 \\ + 237 \\ + 229 \\ \hline \end{array}$$

$$\begin{array}{r} \text{v} \quad 236 \\ + 456 \\ + 245 \\ \hline \end{array}$$

$$\begin{array}{r} \text{w} \quad 676 \\ + 156 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{x} \quad 122 \\ + 278 \\ + 199 \\ \hline \end{array}$$

3 Add:

a $256 + 29 =$

b $222 + 99 =$

c $654 + 98 =$

d $487 + 187 =$

e $392 + 315 =$

f $457 + 165 =$

g $265 + 173 =$

h $666 + 234 =$

i $374 + 144 =$

j $366 + 69 =$

k $456 + 87 =$

l $336 + 78 =$

m $666 + 254 =$

n $468 + 216 =$

o $397 + 129 =$

p $378 + 291 =$

q $899 + 1 =$

r $369 + 455 =$

s $123 + 459 + 227 =$

t $208 + 326 + 176 =$

u $356 + 232 + 112 =$

v $699 + 101 + 100 =$

Worksheet 5

Lessons 6-8

First: Choose the correct answer:

- a) Nine hundred thirteen (in digits) = (930 or 903 or 913)
- b) The value of the digit 3 in 638 is (3 or 30 or 300)
- c) The greatest 3-digit number is (999 or 987 or 900)
- d) $60 + 5 + 700 =$ (657 or 567 or 765)
- e) $20 \text{ LE} + 20 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} =$ LE.
(225 or 50 or 45)

Second: Complete the following:

- a) The smallest number formed from the digits 8, 2 and 6 is .
- b) The number lying between 589 and 591 is .
- c) . is 100 less than 342.
- d) 70 Tens = Hundreds =
- e) comes right after 369.

Third: Answer the following:**a Find the result**

① $658 + 248 =$

③ 549

④ 694

② $355 + 395 =$

$+ 387$

$+ 178$

- b ① Circle the odd numbers: 375 , 186 , 852 , 472 , 856 , 799
- ② Circle the even numbers: 537 , 618 , 528 , 724 , 568 , 779
- c At a school, there are 317 boys and 281 girls.

Find the number of pupils in this school.

- The number of pupils = + = pupils.

Lessons Various Strategies for Adding Two Numbers

9&10

إستراتيجيات متنوعة على جمع عددين

1 Match:

a $25 + 36$ •

• $147 + 37$ ①

b $176 + 8$ •

• $36 + 10$ ②

c $23 + 36$ •

• $24 + 37$ ③

d $29 + 17$ •

• $9 + 50$ ④

2 Complete using (<, =, or >):

a $435 + 125$

$528 + 27$

b $603 + 209$

$406 + 406$

c $45 + 19$

$48 + 17$

d $67 + 29$

$28 + 15$

e $63 + 27$

$56 + 34$

- 3 Find the sum and estimate each number using Front-End strategy, then add:**

a
$$\begin{array}{r} 56 \\ + 25 \\ \hline \end{array}$$

b
$$\begin{array}{r} 69 \\ + 26 \\ \hline \end{array}$$

c
$$\begin{array}{r} 246 \\ + 319 \\ \hline \end{array}$$

d
$$\begin{array}{r} 249 \\ + 75 \\ \hline \end{array}$$

- 4 Find the sum and round each number as shown, then add :**

a
$$\begin{array}{r} 28 \\ + 73 \\ \hline \end{array}$$

 To the nearest 10 \rightarrow
 To the nearest 10 \rightarrow

b
$$\begin{array}{r} 56 \\ + 43 \\ \hline \end{array}$$

 To the nearest 10 \rightarrow
 To the nearest 10 \rightarrow

c
$$\begin{array}{r} 359 \\ + 299 \\ \hline \end{array}$$

 To the nearest 100 \rightarrow
 To the nearest 100 \rightarrow

d
$$\begin{array}{r} 627 \\ + 58 \\ \hline \end{array}$$

 To the nearest 100 \rightarrow
 To the nearest 10 \rightarrow



HOME ACTIVITIES

1 Match:

a $65 + 38$ •

b $29 + 16$ •

c $145 + 27$ •

d $318 + 196$ •

e $35 + 26$ •

f $645 + 128$ •

g $563 + 179$ •

• $96 + 76$ ①

• $100 + 3$ ②

• $15 + 30$ ③

• $700 + 73$ ④

• $500 + 10 + 4$ ⑤

• $627 + 115$ ⑥

• $29 + 32$ ⑦

2 Complete using (<, =, or >):

a $75 + 36$

b $45 + 45$

c $24 + 29$

d $200 + 30 + 6$

e $150 + 3$

f $2 + 30 + 600$

g $600 + 28$

$48 + 69$

$25 + 75$

$39 + 4$

$23 + 6$

$76 + 77$

$230 + 6$

$620 + 8$

- 3 Find the sum, then estimate each number using Front-End strategy and add:**

$$\begin{array}{r} \text{a} \quad 315 \\ + 567 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 65 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 154 \\ + 645 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 645 \\ + 163 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 156 \\ + 215 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 69 \\ + 76 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 645 \\ + 78 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 26 \\ + 68 \\ \hline \end{array}$$

- 4 Find the sum and round each number to the nearest 10, then add:**

$$\begin{array}{r} \text{a} \quad 35 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 69 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 76 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 64 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 46 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 76 \\ + 28 \\ \hline \end{array}$$

- 5** Find the sum and round each number to the nearest 100, then add:

a $563 \rightarrow$

$+ 167 \rightarrow$

b $516 \rightarrow$

$+ 276 \rightarrow$

c $767 \rightarrow$

$+ 138 \rightarrow$

d $645 \rightarrow$

$+ 136 \rightarrow$

e $125 \rightarrow$

$+ 368 \rightarrow$

f $599 \rightarrow$

$+ 286 \rightarrow$

Worksheet 6

First: Choose the correct answer:a The **smallest even** number formed from 2 digits is

(10 or 12 or 98)

b The **value** of the digit 0 in 208 is

(0 or 10 or 100)

c $75 + \quad = 100$

(35 or 25 or 30)

d $35 + 100 =$

(450 or 146 or 135)

e $200 + 7 + \quad = 267$

(6 or 60 or 600)

Second: Complete the following:a Nine hundred seventeen, in **digits**, isb 76 Ones = \quad Tens + \quad Onesc The number that comes right **after** 129 isd $76 + 34 = 70 +$ e \quad Ones + \quad Hundreds + \quad Tens = 628**Third:** Answer the following:

a Put (<, >, or =):

1 $756 + 214$

$279 + 491$

2 $218 + 39$

$200 + 30$

3 $900 + 50 + 3$

$264 + 95$

b Complete :

1 $\begin{array}{r} 24 \\ + 38 \end{array}$ To the nearest 10 \rightarrow

2 $\begin{array}{r} 506 \\ + 276 \end{array}$ By Front-End Estimation \rightarrow

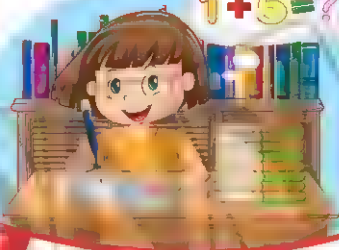
$\begin{array}{r} 24 \\ + 38 \end{array}$ To the nearest 10 \rightarrow $\begin{array}{r} \\ + \end{array}$

$\begin{array}{r} 506 \\ + 276 \end{array}$ By Front-End Estimation \rightarrow $\begin{array}{r} \\ + \end{array}$

Chapter

10

Chapter Lessons



Lessons 1&2 The Relationship Between Addition and Subtraction Using Fact Families & Subtracting Using a Number Line

Outcomes:

- Participating in Calendar Math Activities.
- Creating addition and subtraction sentences using fact families.
- Explaining the relationship between addition and subtraction.

- Using a number line to subtract
- Investigating the relationship between addition and subtraction using a number line.

Lesson 3 Subtraction Word Problems

Outcomes:

- Participating in Calendar Math Activities.
- Solving story problems involving subtraction.
- Identifying words that signal them to subtract to solve a problem.

Lesson 6 Subtracting Numbers Using Regrouping

Outcomes:

- Participating in Calendar Math activities.
- Using place value models to regroup and subtract.
- Subtracting 2-digit numbers with regrouping.
- Defining regrouping

Lessons 4&5 Decomposing the Numbers Components & Subtracting Numbers Using Mental Math Strategies

Outcomes:

- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers into combinations of Tens and Ones.
- Explaining how decomposing numbers can be helpful.
- Applying mental math strategies to subtract by Tens or Hundreds.
- Using known subtraction answers to solve new problems.

Lessons 7-10 Strategies for Subtracting Two Numbers Using Models & Regrouping

Outcomes:

- Participating in Calendar Math Activities.
- Using place value models to regroup and subtract.
- Subtracting 2- and 3-digit numbers with regrouping.
- Applying strategies to estimate differences.
- Subtracting 2- and 3-digit numbers with regrouping.

The Relationship Between Addition and Subtraction Using Fact Families & Subtracting Using a Number Line

1&2

العلاقة بين الجمع والطرح باستخدام عائلة الحقائق/ الطرح باستخدام خط الأعداد

1&2

Addition and Subtraction الجمع والطرح

are

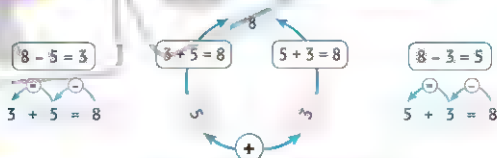
inverse or opposite.

عمليتان متضادتان (متعاكستان).

related to each other.

عمليتان مرتبطتان ببعضهما

Ex. There are four facts from the fact family for 3, 5, and 8.



1 Complete the following fact-family houses (as in the example):

Ex.



2 Complete the fact family:

a



$$3 + \quad =$$

$$6 + \quad =$$

$$- 3 =$$

$$- 6 =$$

b



$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

3 Write the fact family of each of the following:

a



$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

b



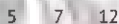
$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

c



$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

d



$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

Subtracting Using the Number Line

الطرح باستخدام خط الأعداد

182

You can **subtract** two numbers using a number line in **two** ways:

يمكن طرح رقمين باستخدام خط الأعداد بطريقتين:

Ex. $17 - 5 = \dots$

First Way:

Count On

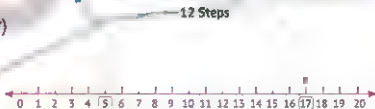
الطريقة الأولى: العد للأمام

- Start at 5 (the **small** number) and **count on** to 17.

نبدأ من العدد 5 (العدد الأصغر).

ونقوم بالعد لنصل للعدد 17.

- You will move 12 steps.



So, $17 - 5 = 12$

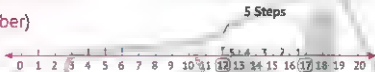
– ستتحرك 12 خطوة.

Second Way:

Count Back

الطريقة الثانية: العد للخلف

- Start at 17 (the **greater** number) and **count back** 5 steps.



– نبدأ من العدد 17 (العدد الأكبر)، ثم نعد للخلف 5 خطوات.

– سنصل للعدد 12.

- You will reach 12.

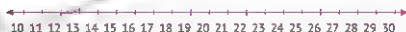
So, $17 - 5 = 12$

4 Use the number lines below to **subtract**:

Ⓐ $18 - 5 = \dots$



Ⓑ $24 - 6 = \dots$



Ⓒ $35 - 9 = \dots$



Ⓓ $30 - 7 = \dots$





HOME ACTIVITIES

1 Complete the following fact-family houses:

a



b



c



d



e



f



The Relationship Between Addition and Subtraction Using

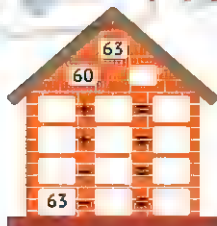
g



h



i



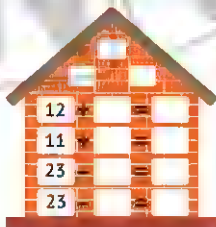
j



k



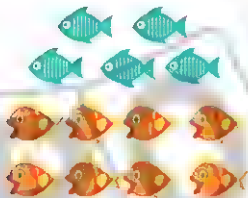
l



Lesson 18.2

2 Complete the fact family:

a



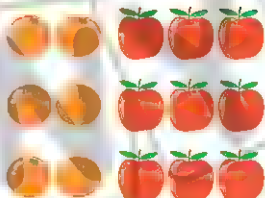
$$5 + 8 =$$

$$8 + 5 =$$

$$13 - 5 =$$

$$13 - 8 =$$

b



$$3 + 6 =$$

$$6 + 3 =$$

$$9 - 3 =$$

$$9 - 6 =$$

c



$$5 + 0 =$$

$$0 + 5 =$$

$$5 - 0 =$$

$$5 - 5 =$$

d



$$4 + 4 =$$

$$4 + 4 =$$

$$8 - 4 =$$

$$8 - 4 =$$

3 Write the **fact family** of each of the following:

a

$$7 + 8 = 15$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

b

$$5 + 6 = 11$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

c

$$7 + 6 = 13$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

d

$$4 + 5 = 9$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

e

$$9 + 6 = 15$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

f

$$3 + 2 = 5$$

$$+ \quad =$$

$$+ \quad =$$

$$- \quad =$$

$$- \quad =$$

g

$$5 + 5 = 10$$

$$+ \quad =$$

$$- \quad =$$

h

$$7 + 7 = 14$$

$$+ \quad =$$

$$- \quad =$$

4 Use the number lines below to subtract:

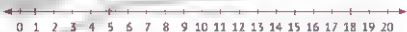
a $10 - 3 =$



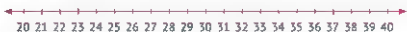
b $18 - 4 =$



c $15 - 7 =$



d $33 - 8 =$



e $36 - 5 =$



f $28 - 4 =$



g $51 - 7 =$



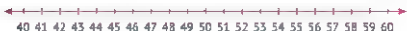
h $55 - 3 =$



i $45 - 5 =$



j $60 - 5 =$



Worksheet 1

First: Choose the correct answer:

- (a) The value of the digit 5 in 563 is .
 (5 or 50 or 500)
- (b) 30 Tens = .
 (3 or 30 or 300)
- (c) $41 + 19$ is \square $40 + 20$
 (< or = or >)
- (d) The greatest 3-different-digit number is
 (100 or 999 or 987)
- (e) $900 + 70 + 4 =$.
 (974 or 947 or 749)

1&2

Second: Complete the following:

- (a) 4 Hundreds, 3 Tens, and 8 Ones =
- (b) The smallest 3-digit number is .
- (c) 990, 980, , (in the same pattern).
- (d) = $1 + 10 + 100$
- (e) 254 rounded to the nearest 10 is .

Third: Answer the following:

(a) Write the fact family of each of the following:

- 1 3, 4, and 7 2 9, 6, and 15
- | | | | |
|-------------|-------------|--------------|--------------|
| $3 + 4 = 7$ | $4 + 3 = 7$ | $9 + 6 = 15$ | $6 + 9 = 15$ |
| $7 - 3 = 4$ | $7 - 4 = 3$ | $15 - 9 = 6$ | $15 - 6 = 9$ |

(b) Arrange the following numbers in an ascending order:

563 , 790 , 687 , 234

(c) There are 553 boys and 335 girls in a school. Find the total number of pupils in that school.

The total number of pupils = + = pupils

3

Subtraction Word Problems مسائل كلامية على الطرح

Steps of Solving Story Problems خطوات حل المسائل الكلامية

Story Problems

Maggie picks 5 flowers.
Her mother takes 2
flowers from her. How
many flowers does
she have left?

READ

Read the problem to understand.

اقرأ

Maggie picks 5 flowers.
Her mother takes 2
flowers from her. How
many flowers does she
have left?

CONSIDER

Underline the important facts and look for patterns.

2 فكر



PLAN

Draw a picture, if needed, to help you solve the problem.

خط

$$5 - 2 =$$

WRITE

Write an equation for the number problem.

4 اكتب

$$5 - 2 = 3$$

SOLVE

Solve the problem. Show your steps.

حل



EVALUATE

Does your answer make sense? If not, try again.

6 تأكد

Keywords

Subtract	Remain
Difference	Less than
Fewer	Minus
How many more	

- 1 Samir made 48 cookies. He gave 22 to his sister Dalia. How many cookies are left?



3

- 2 In the class, there are 35 girls and 13 boys. How many more girls are there than boys?



- 3 Jana collected stamps. She had 180 stamps. She gave 20 to her brother. How many stamps is left with her?



- 4 Maha and Safa had 28 gifts to wrap. They have wrapped 4 of them. How many more do they need to wrap?



- 5 There were 65 people on the bus. At the first stop, 21 people got off. How many people are left on the bus?



- 6 Jasmine has 25 candies. Walid has 14 candies. How many more candies does Jasmine have?





HOME ACTIVITIES

- 1 Jana had 93 LE, she gave 52 LE to her brother Ayman. How much money is left with her?



- 2 Nada had 45 crayons, she gave 12 crayons to her friend. How many crayons are left with Nada?



- 3 Karim has a book of 75 pages, he read 42 pages of which. How many pages are left for Karim to read?



- 4 Salah had 89 pounds, he bought a shirt for 59 pounds. How much money is left with Salah?



- 5 A class has 56 students, 24 of them are boys. Find the number of girls.



- 6 Emad has 100 pounds and he wants to buy a toy for 125 pounds. How much money does he need for that?



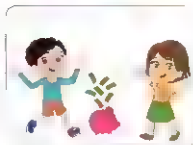
- 7 There are 25 boys and 23 girls in a class. Find the difference between the number of boys and that of girls.



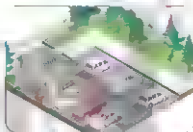
- 8 There are 66 students in a class, 32 of them are boys. How many girls are there in the class?



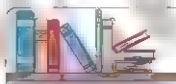
- 9 Hatem has 456 pounds and Eman has 215 pounds. How much more money does Hatem have than Eman?



- 10 There are 175 cars in the parking lot, 60 of them have left. How many cars are in the parking lot now?



- 11 There are 456 books in the school library. Students borrowed 125 books. How many books are left in the library?



- 12 A baker made 459 cupcakes. He sold 255 of them. How many cupcakes are left?



Worksheet

First: Choose the correct answer:

a The value of 3 in 183 is

3 (3 or 30 or 300)

b _____ comes just after 299.

(289 or 399 or 300)

c 6 Hundreds + 7 Tens =

(706 or 670 or 607)

d $500 + 20 + 6 =$

(625 or 652 or 526)

e $562 <$

(560 or 650 or 559)

Second: Complete the following:a $153 + 197 =$ b $456 = \text{.....} + 6$

c 900 , 800 , 700 ,

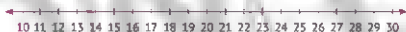
d The number that comes just before 500 is

e The smallest 3-digit number formed from the digits 9 and 4 is

Third: Answer the following:

a Subtract using the number line:

$22 - 9 =$



b Compare using (<, =, or >):

① 307

370

② $7 + 50 + 600$

7 Hundreds

③ 956

959

④ Four hundred and twelve

 $400 + 12$

c Sara has 52 LE and her brother Fares has 28 LE.

How much money do they have altogether?

Decomposing the Numbers Components & Subtracting Numbers Using Mental Math Strategies

4&5

تحليل مكونات الأعداد / طرح الأعداد باستخدام الرياضيات الذهنية

4&5

Decompose: Is to **break up** numbers into small parts.

التحليل هو تقسيم الأعداد إلى أجزاء صغيرة.

Some ways to decompose 56

$$56 = (10 + 10 + 10 + 10 + 10) + 6$$

$$56 = (10 + 10 + 10 + 10) + (10 + 6)$$

$$56 = 50 + 6$$

$$56 = 40 + 16$$

$$56 = (10 + 10 + 10) + (10 + 10 + 6)$$

$$56 = (10 + 10) + (10 + 10 + 10 + 6)$$

$$56 = 30 + 26$$

$$56 = 20 + 36$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 10 + 10 + 10 + (10 + 10) + 6$$

$$56 = 10 + 10 + 10 + 6$$

$$56 = 30 + 20 + 6$$

1 Decompose the following numbers in 3 different ways:

a

$$\begin{array}{r} + \\ + \\ + \end{array}$$

29 →

$$\begin{array}{r} + \\ + \end{array}$$

b

$$\begin{array}{r} + \\ + \end{array}$$

82 →

$$\begin{array}{r} + \\ + \end{array}$$

$$\begin{array}{r} + \\ + \\ + \end{array}$$

37 →

$$\begin{array}{r} + \\ + \\ + \end{array}$$

63 →

2 Complete the following:

a $49 = 40 +$

$49 = 30 +$

$49 = 20 +$

b $83 = 80 +$

$83 = \quad + 13$

$= 20 + 63$

c $67 = 60 +$

$= 40 + 27$

$67 - \quad + 57$

d $\quad = 20 + 72$

$92 = 30 +$

$92 - 52 +$

3 Match:

a $20 + 34$ •

• $30 + 7$ ①

b $40 + 35$ •

• $50 + 4$ ②

c $27 + 10$ •

• $70 + 5$ ③

d $25 + 60$ •

• $90 + 3$ ④

e $70 + 23$ •

• $80 + 5$ ⑤

Cluster Problems المتسلسلة المسائل

Cluster problem is a set of three or more problems that are related to each other.

عبارة عن مجموعة من المسائل (٣ مسائل أو أكثر) بينها علاقة مع بعضها.

Ex.

$$36 - 10 = 26$$

$$36 - 20 = 16$$

$$36 - 26 = 10$$

$$36 - 29 = 7$$

Ex.

$$82 - 10 = 72$$

$$82 - 20 = 62$$

$$82 - 30 = 52$$

$$82 - 32 = 50$$

$$82 - 36 = 46$$

4 Complete the following:

a $35 - 10 =$

$35 - 20 =$

$35 - 25 =$

$35 - 29 =$

b $72 - 10 =$

$72 - 20 =$

$72 - 22 =$

$72 - 26 =$

c $72 - 10 =$

$72 - 20 =$

$72 - 30 =$

$72 - 42 =$

$72 - 48 =$

d $463 - 10 =$

$463 - 110 =$

$463 - 120 =$

$463 - 133 =$

$463 - 137 =$



HOME • CIVITAS

1 Decompose the following numbers in 3 different ways:

a $29 \rightarrow (\quad + \quad + \quad)$

b $37 \rightarrow \quad + \quad + \quad + \quad$

c $46 \rightarrow \quad + \quad + \quad + \quad$

d $52 \rightarrow \quad + \quad + \quad + \quad + \quad$

e $62 \rightarrow \quad + \quad + \quad + \quad + \quad$

f $73 \rightarrow \quad + \quad + \quad + \quad + \quad$

g $86 \rightarrow \quad + \quad + \quad + \quad + \quad$

2 Complete the following:

a $34 = 10 +$

$34 = 20 +$

$34 = 30 +$

b $28 = 20 +$

$28 =$ + 18

$= 10 + 10 + 8$

c $42 = 40 +$

$= 20 + 22$

$42 =$ + 32

d $= 30 + 27$

$57 =$ +

$57 = 50 +$

e $64 = 40 +$

$64 = 30 +$

$64 = 20 +$

f $78 = 70 +$

$78 =$ + 18

$= 30 + 48$

g $86 - 80 +$

$= 40 + 46$

$86 =$ + 56

h $- 20 + 77$

$97 = 30 +$

$97 = 50 +$

i $66 = 20 +$

$= 40 + 26$

$66 =$ + 56

j $= 20 + 7$

$27 = 10 +$

$27 = 10 + 10 +$

3 Match:

a $20 + 9$ •

• $20 + 20 + 7$ ①

b $30 + 8$ •

• $10 + 10 + 9$ ②

c $40 + 7$ •

• $20 + 18$ ③

d $50 + 6$ •

• $30 + 30 + 5$ ④

e $60 + 5$ •

• $20 + 20 + 16$ ⑤

f $70 + 4$ •

• $30 + 30 + 30 + 2$ ⑥

g $80 + 3$ •

• $40 + 34$ ⑦

h $90 + 2$ •

• $40 + 40 + 3$ ⑧

4 Compare using ($<$, $=$, or $>$):

a $20 + 20 + 15$

$30 + 10 + 5$

b $60 + 8$

$30 + 30 + 15$

c $30 + 30 + 12$

$40 + 20 + 12$

d $10 + 10 + 10 + 5$

$10 + 15$

e $70 + 25$

$50 + 55$

5 Complete the following:

a $75 - 10 =$

$75 - 20 =$

$75 - 25 =$

$75 - 29 =$

b $43 - 10 =$

$43 - 20 =$

$43 - 23 =$

$43 - 28 =$

c $62 - 10 =$

$62 - 20 =$

$62 - 30 =$

$62 - 32 =$

$62 - 38 =$

d $54 - 10 =$

$54 - 20 =$

$54 - 30 =$

$54 - 34 =$

$54 - 36 =$

e $252 - 100 =$

$252 - 110 =$

$252 - 120 =$

$252 - 132 =$

$252 - 136 =$

f $675 - 100 =$

$675 - 200 =$

$675 - 300 =$

$675 - 370 =$

$675 - 390 =$

g $146 - 100 =$

$146 - 110 =$

$146 - 120 =$

$146 - 126 =$

$146 - 129 =$

h $976 - 100 =$

$976 - 200 =$

$976 - 300 =$

$976 - 370 =$

$976 - 390 =$

Worksheet

First: Choose the correct answer:

- a 9 Ones + 2 Hundreds + 7 Tens = (927 or 729 or 279)
 b _____ is an **odd** number (28 or 67 or 36)
 c $40 + 28 =$ _____ + 18 (50 or 68 or 40)
 d 197 rounded to the nearest 10 is _____ (200 or 190 or 100)
 e 10 LE + 20 LE + 5 LE + 5 LE = _____ LE (35 or 45 or 40)

Second: Complete the following:

- a 25, 35, 45, _____
 b The **place value** of the digit 3 in 739 is _____
 c The **smallest** 3-different-digit number is _____
 d $78 = 20 +$ _____ + 18 e $452 + 256 =$ _____

Third: Answer the following:**a Find the result:**

1 $459 + 278 =$ _____ 2 $698 + 7 =$ _____

b Compare using (<, =, or >):

1 $30 + 28$ _____ $50 + 18$ 2 $70 + 23$ _____ $63 + 30$
 3 $800 + 5$ _____ $80 + 50$ 4 9 Tens + 3 Ones _____ 930

c Complete the following cluster problems:

1 $83 - 10 =$	2 $720 - 100 =$
$83 - 20 =$	$720 - 200 =$
$83 - 30 =$	$720 - 300 =$
$83 - 33 =$	$720 - 420 =$
$83 - 38 =$	$720 - 490 =$

6

Subtracting Numbers Using Regrouping

طرح الأعداد بإعادة التجميع

First Way:

Decompose the two numbers by drawing sticks for Tens and small squares for Ones

Ex. $71 - 55 =$

Step 1:

When you subtract the Ones minus the Ones,

• اطرح الآحاد - الآحاد

you can't subtract 1 minus 5.

Tens

Ones

7

1

Step 2:

You decompose 1 Ten to 10 Ones.

• حلل عشرة واحدة من خانة العشرات إلى ١٠ آحاد.

Now you have 11 Ones and 6 Tens.

• يصبح لديك ١١ آحاد و ٦ عشرات.

Tens

Ones

Step 3:

Subtract

11 Ones - 5 Ones,
and 6 Tens - 5 Tens.

Tens

Ones

Step 4:

6 11

$71 - 55 = 16$

Tens

Ones

1

6

- 1 Draw sticks for Tens and small squares for Ones, then subtract: (as in the examples):



Tens

Ones

63

- 27

36

3

6



Tens

Ones

41

- 25



Tens

Ones

74

- 19



Tens

Ones

56

- 27



Tens

Ones

31

- 18



Tens

Ones

73

- 49

Second Way:

Step 1:

When you subtract the **Ones** minus the **Ones**,
you can't subtract 1 minus 5.

عندما نقوم بطرح الآحاد - الآحاد
١ - ٥ (غير ممكن)

$$\begin{array}{r} 71 \\ - 55 \\ \hline \end{array}$$

$$71 - 55 =$$

Step 2:

Borrow 1 from the **Tens** place,
and add it to the **Ones** place.

Where 1 Ten = 10 Ones.

نستعير عشرة واحدة من خانة العشرات ونضيفها لخانة الآحاد.
عشرة واحدة = ١٠ آحاد

$$\begin{array}{r} 1 \\ 71 \\ - 55 \\ \hline \end{array}$$

$$71 - 55 =$$

Step 3:

1 One becomes 11 Ones,
and 7 Tens becomes 6 Tens.

١ آحاد أصبحت ١١ آحاد.
٧ عشرات أصبحت ٦ عشرات.

$$\begin{array}{r} 6 \quad 11 \\ 71 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 11 \\ 71 - 55 = \end{array}$$

Step 4:

Subtract 11 Ones - 5 Ones = 6 Ones

And 6 Tens - 5 Tens = 1 Ten

$$\begin{array}{r} 6 \quad 11 \\ 71 \\ - 55 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 6 \quad 11 \\ 71 - 55 = 16 \end{array}$$

2 Subtract:

a 82

$- 57$

b 73

$- 29$

c 51

$- 15$

d 40

$- 27$

e 34

$- 19$

f 67

$- 39$

g 95

$- 19$

h 21

$- 8$

i $43 - 17 =$

j $53 - 36 =$

k $72 - 28 =$

l $60 - 56 =$





HOME ACTIVITIES

1 Draw sticks for Tens and small squares for Ones, then subtract:

a

$$\begin{array}{r} 96 \\ - 29 \\ \hline \end{array}$$

Tens

Ones

b

$$\begin{array}{r} 80 \\ - 36 \\ \hline \end{array}$$

Tens

Ones

c

$$\begin{array}{r} 71 \\ - 42 \\ \hline \end{array}$$

Tens

Ones

d

$$\begin{array}{r} 67 \\ - 18 \\ \hline \end{array}$$

Tens

Ones

e

$$\begin{array}{r} 53 \\ - 27 \\ \hline \end{array}$$

Tens

Ones

f

$$\begin{array}{r} 42 \\ - 15 \\ \hline \end{array}$$

Tens

Ones

9

Tens

Ones

$$\begin{array}{r} 23 \\ - 9 \\ \hline \end{array}$$

10

Tens

Ones

$$\begin{array}{r} 76 \\ - 29 \\ \hline \end{array}$$

11

Tens

Ones

$$\begin{array}{r} 50 \\ - 37 \\ \hline \end{array}$$

12

Tens

Ones

$$\begin{array}{r} 21 \\ - 8 \\ \hline \end{array}$$

2 Subtract:

a $21 - 18 =$

c $84 - 29 =$

e $43 - 25 =$

g $60 - 57 =$

b $90 - 36 =$

d $82 - 48 =$

f $78 - 29 =$

h $53 - 26 =$

3 Subtract:

a $\begin{array}{r} 43 \\ - 19 \\ \hline \end{array}$

b $\begin{array}{r} 82 \\ - 27 \\ \hline \end{array}$

c $\begin{array}{r} 71 \\ - 55 \\ \hline \end{array}$

d $\begin{array}{r} 90 \\ - 2 \\ \hline \end{array}$

Subtracting Numbers Using Regrouping

$$\begin{array}{r} \text{e} \quad 55 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 26 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 31 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 91 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i} \quad 44 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j} \quad 81 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k} \quad 61 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l} \quad 22 \\ - 7 \\ \hline \end{array}$$

4 Complete using (<, =, or >):

$$\text{a} \quad 65 - 28$$

$$31 - 19$$

$$\text{b} \quad 54 - 28$$

$$72 - 18$$

$$\text{c} \quad 52 - 17$$

$$60 - 25$$

$$\text{d} \quad 43 - 8$$

$$82 - 14$$

5 Match:

$$\text{a} \quad 75 - 26 \quad \bullet$$

$$\bullet \quad 92 - 30 \quad \text{①}$$

$$\text{b} \quad 15 - 7 \quad \bullet$$

$$\bullet \quad 62 - 13 \quad \text{②}$$

$$\text{c} \quad 91 - 29 \quad \bullet$$

$$\bullet \quad 50 - 42 \quad \text{③}$$

$$\text{d} \quad 52 - 28 \quad \bullet$$

$$\bullet \quad 82 - 47 \quad \text{④}$$

$$\text{e} \quad 60 - 25 \quad \bullet$$

$$\bullet \quad 51 - 27 \quad \text{⑤}$$

$$\text{f} \quad 82 - 28 \quad \bullet$$

$$\bullet \quad 91 - 10 \quad \text{⑥}$$

$$\text{g} \quad 93 - 15 \quad \bullet$$

$$\bullet \quad 62 - 8 \quad \text{⑦}$$

$$\text{h} \quad 90 - 9 \quad \bullet$$

$$\bullet \quad 80 - 2 \quad \text{⑧}$$

Worksheet

First: Choose the correct answer:

- a 825 rounded to the nearest 10 is . (820 or 830 or 800)
- b $458 = 400 +$ (50 or 580 or 58)
- c $42 + 23 =$ + 42 (23 or 65 or 42)
- d 5 Hundreds + 7 Ones = (570 or 750 or 507)
- e The greatest 3-digit number is . (999 or 897 or 100)

Second: Complete the following:

- a 45, 50, 55, 60, , , . (in the same pattern)
- b The place value of the digit 5 in 574 is .
- c Ones + Hundreds + Tens = 734
- d $40 + 27 =$ + 7
- e $80 + 0 + 2 =$

Third: Answer the following:**a Find the result:**

$$\begin{array}{r} 1 \quad 256 \\ + 148 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 246 \\ + 294 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 72 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 84 \\ - 37 \\ \hline \end{array}$$

b Compare using (<, =, or >):

$$1 \quad 74 - 28$$

$$2 \quad 63 - 17$$

$$3 \quad 400 + 9$$

$$4 \quad 200 + 29$$

$$5 \quad 63 - 35$$

$$6 \quad 45 - 9$$

$$7 \quad 98 + 86$$

$$8 \quad 100 + 51$$

c Tarek had 56 LE, he bought a book for 25 LE. Find the remaining money with Tarek.

Strategies for Subtracting Two Numbers Using Models & Regrouping

7-10

استراتيجيات طرح عددين (باستخدام النماذج - بإعادة التجميع)

7-10

First Subtracting using the place value table:

Draw **Hundreds** as **large squares**, **Tens** as **sticks** and **Ones** as **small squares** to subtract, use the **regrouping strategy**:

Ex. ① $628 - 375$

Ones: $8 - 5 = 3$

Tens: $2 - 7$ (Can't be)

- Borrow 1 from the Hundreds

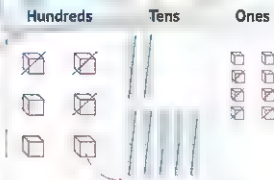
(1 Hundred = 10 Tens)

- 2 Tens becomes 12 Tens.

So, $12 - 7 = 5$

Hundreds: 6 becomes 5 So, $5 - 3 = 2$

So, $628 - 375 = 253$



Ex. ② $802 - 276$

Ones: $2 - 6$ (Can't be)

- Borrow 1 from the Hundreds

(1 Hundred = 10 Tens)

- 0 Tens becomes 10 Tens.

- Borrow 1 from the Tens

(1 Ten = 10 Ones)

- 2 Ones becomes 12 Ones.

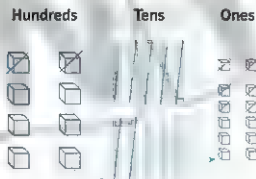
So, $12 - 6 = 6$

Tens: $9 - 7 = 2$

Hundreds: 8 becomes 7

So, $7 - 2 = 5$

So, $802 - 276 = 526$



- 1 Draw **Hundreds** as large squares, **Tens** as sticks and **Ones** as small squares. Subtract using the **regrouping strategy**:

a $658 - 253 =$ _____

Hundreds

Tens

Ones

b $579 - 126 =$ _____

Hundreds

Tens

Ones

c $738 - 172 =$ _____

Hundreds

Tens

Ones

d $672 - 257 =$ _____

Hundreds

Tens

Ones

e $634 - 187 =$ _____

Hundreds

Tens

Ones

f $400 - 128 =$ _____

Hundreds

Tens

Ones

Second:

g regrouping strategy (Renaming)

7-10

Ex. Subtract : $325 - 139$ **Ones:** $5 - 9$ (Can't be)

- Borrow 1 from the Tens.
- 2 Tens becomes 1 Ten
- 5 Ones becomes 15 Ones. ($15 - 9 = 6$)

$$\begin{array}{r} 1\ 15 \\ 3\ 2\ 5 \\ - 1\ 3\ 9 \\ \hline 6 \end{array}$$

Tens: $1 - 3$ (Can't be)

- Borrow 1 from the Hundreds.
- 3 Hundreds becomes 2 Hundreds.
- 1 Ten becomes 11 Tens. ($11 - 3 = 8$)

$$\begin{array}{r} 2\ 11\ 15 \\ 3\ 2\ 5 \\ - 1\ 3\ 9 \\ \hline 8\ 6 \end{array}$$

Hundreds : $2 - 1 = 1$ **So, $315 - 139 = 186$**

$$\begin{array}{r} 2\ 11\ 15 \\ 3\ 2\ 5 \\ - 1\ 3\ 9 \\ \hline 1\ 8\ 6 \end{array}$$

Ex. Subtract : $402 - 185$ **Ones:** $2 - 5$ (Can't be)

- We can't borrow 1 from the Tens (0).
- Borrow 1 from the Hundreds
- 4 Hundreds becomes 3 Hundreds
- 0 Ten becomes 10 Tens.

$$\begin{array}{r} 3\ 10 \\ 4\ 0\ 2 \\ - 1\ 8\ 5 \\ \hline \end{array}$$

- Borrow 1 from the Tens.
- 10 Tens becomes 9 Tens
- 2 Ones becomes 12 Ones. ($12 - 5 = 7$)

$$\begin{array}{r} 9 \\ 3\ 10\ 12 \\ 4\ 0\ 2 \\ - 1\ 8\ 5 \\ \hline 7 \end{array}$$

Tens: $9 - 8 = 1$ **Hundreds:** $3 - 1 = 2$ **So, $402 - 185 = 217$**

$$\begin{array}{r} 9 \\ 3\ 10\ 12 \\ 4\ 0\ 2 \\ - 1\ 8\ 5 \\ \hline 2\ 1\ 7 \end{array}$$

2 Find the result:

$$\begin{array}{r} \text{a} \quad 455 \\ - 321 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 218 \\ - 57 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 778 \\ - 281 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 496 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 705 \\ - 78 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 100 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 200 \\ - 159 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 708 \\ - 378 \\ \hline \end{array}$$

$$\text{i} \quad 487 - 187 =$$

$$\text{j} \quad 283 - 157 =$$

$$\text{k} \quad 600 - 254 =$$

$$\text{l} \quad 400 - 270 =$$

3 Find the result, then use the rounding strategy:

$$\text{a} \quad 75 + 28 =$$

To the nearest Ten =

$$\text{b} \quad 257 - 78 =$$

To the nearest Ten =

$$\text{c} \quad 125 + 347 =$$

To the nearest Hundred =

$$\text{d} \quad 722 - 157 =$$

To the nearest Hundred =

4 Ali has 42 LE and his brother has 57 LE.

How much money do they have together?

5 Samir made 48 cookies. He gave 22 to his sister Dalia.

How many cookies are left?



HOME ACTIVITIES

- 1 Draw **Hundreds** as large squares, **Tens** as sticks and **Ones** as small squares. Subtract using the **regrouping strategy**:

a $786 - 124 =$

Hundreds

Tens

Ones

b $628 - 523 =$

Hundreds

Tens

Ones

c $326 - 253 =$

Hundreds

Tens

Ones

d $708 - 362 =$

Hundreds

Tens

Ones

e $940 - 327 =$

Hundreds

Tens

Ones

f $872 - 569 =$

Hundreds

Tens

Ones

g $328 - 179 =$

Hundreds

Tens

Ones

h $700 - 327 =$

Hundreds

Tens

Ones

2 Subtract:

$$\begin{array}{r} 1 \quad 753 \\ - 245 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 456 \\ - 321 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 789 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 686 \\ - 452 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 272 \\ - 145 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 325 \\ - \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 497 \\ - \quad 48 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 126 \\ - \quad 56 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 519 \\ - 167 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 778 \\ - 281 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 652 \\ - 218 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 478 \\ - 129 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 764 \\ - 229 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 735 \\ - 274 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 846 \\ - 238 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 254 \\ - 149 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \quad 753 \\ - 288 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \quad 456 \\ - 149 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \quad 789 \\ - 299 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \quad 946 \\ - 452 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \quad 500 \\ - 167 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \quad 600 \\ - 218 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \quad 470 \\ - 189 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \quad 308 \\ - 284 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \quad 211 \\ - 119 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \quad 800 \\ - \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \quad 100 \\ - \quad \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \quad 200 \\ - 159 \\ \hline \end{array}$$

3 Subtract:

a $822 - 201 =$

c $487 - 295 =$

e $265 - 194 =$

g $374 - 189 =$

i $416 - 9 =$

k $600 - 422 =$

m $728 - 489 =$

o $903 - 155 =$

b $374 - 125 =$

d $462 - 228 =$

f $822 - 555 =$

h $487 - 299 =$

j $903 - 125 =$

l $537 - 229 =$

n $416 - 139 =$

p $700 - 111 =$

4 Find the result, then use the rounding strategy:

a $35 + 38 =$

To the nearest **Ten** =

b $125 + 358 =$

To the nearest **Ten** =

c $82 - 15 =$

To the nearest **Ten** =

d $300 - 21 =$

To the nearest **Ten** =

e $56 + 78 =$

To the nearest **Hundred** =

f $247 + 374 =$

To the nearest **Hundred** =

g $200 - 78 =$

To the nearest **Hundred** =

h $641 - 175 =$

To the nearest **Hundred** =

5 Answer the following:

- a Ali had **42 LE** and his brother had **57 LE**.

How much money do they have **altogether**?

- b Aya saved **33 LE** in one month. The next month, she saved **24 LE**.

How much money does Aya have **in all**?

- 8 Tarek bought a book for 44 LE and a new football for 44 LE.
How much money did Tarek have altogether?
- 9 Tarek and his friend Karim bought new footballs.
Tarek's football costs 189 LE, and Karim's football costs 425 LE.
How much money did both boys spend on their footballs?
- 10 In a class, there are 35 girls and 13 boys.
How many more girls are there than boys?
- 11 Jana collected stamps. She had 180 stamps. She gave 20 stamps to her brother. How many stamps does she have left?
- 12 Maha and Safa had 28 gifts to wrap. They have wrapped 4 of them.
How many more do they need to wrap?
- 13 There were 65 people on the bus. At the first stop, 21 people got off.
How many people are left on the bus?
- 14 Jasmine has 25 candies. Walid has 14 candies.
How many more candies does Jasmine have?
- 15 Mona's grandmother gave Mona and her brother Kareem money for their birthdays. She gave each child 125 LE.
How much money did Mona's grandmother give in all?

Worksheet

First: Choose the correct answer:

- a The **place value** of the digit 5 in 975 is
(Ones or Tens or Hundreds)
- b The **smallest** 3-digit number is
(100 or 123 or 999)
- c 2 Ones + 5 Hundreds + 6 Tens =
(652 or 562 or 256)
- d $589 = \dots + 80 + 9$
(5 or 50 or 500)
- e Seven hundred and forty =
(714 or 740 or 704)

7-10

Second: Complete the following:

- a The **smallest** number formed from 7, 0, and 4 is
- b The **value** of the digit 4 in 245 is
- c 5 Hundreds = \dots Tens
- d $915 + \dots = 572 + 915$
- e 3 Ones, 5 Tens, 2 Hundreds in **digits** is

Third: Answer the following:**a Find the result:**

$$\begin{array}{r} 878 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 975 \\ - 436 \\ \hline \end{array}$$

③ $172 + 64 =$

④ $300 - 79 =$

b Compare using (<, =, or >):

① $370 + 40$ \square $500 - 290$

2 520 \square 2 Hundreds + 5 Tens

③ 283 \square 315

4 116 \square $11 + 6$

c Maha had 245 pounds. Her father gave her 314 pounds.

How much money does Maha have?

Maha has = \dots + \dots = \dots pounds.

Chapter

11



Lesson 1 Forming Fractions (Halves – Thirds – Fourths)

Outcomes

- Participating in Calendar Math Activities.
- Identifying equal and unequal parts of a whole.

Lesson 2-6 Many Fractions Forms

Outcomes:

- Participating in Calendar Math Activities.
- Creating halves, thirds and fourths of circles.
- Using the appropriate vocabulary to describe fractions.
- Investigating the attributes of halves, thirds and fourths.
- Investigating fractions with numerators greater than 1.
- Making connections between images of fractions and fraction names.
- Identifying multiple ways to divide a rectangle into fractional parts.
- Creating fractions using words or number clues.
- Naming all fractional parts for halves, thirds and fourths.

Lesson 7-10 Fraction as a Part of a Set & Applications on Fractions

Outcomes:

- Participating in Calendar Math Activities.
- Identifying and writing fractional parts of a set.
- Comparing fractions of a whole and of a set.
- Identifying fractions of a set of objects.
- Writing fraction questions about a set of objects.
- Solving story problems involving fractions of a whole or a set.
- Evaluating students progress in learning about fractions.
- Partitioning rectangles into three or four equal parts.
- Demonstrating their understanding that each fractional part of a rectangle is part of a whole.
- Describing equal parts of a whole using fraction vocabulary.



Lesson

Forming Fractions (Halves – Thirds – Fourths)

تكوين كسور (أجزاء – أثلاث – أرباع)



Numerator

The number of parts you **have**.

Shaded Parts
عدد الأجزاء المظللة

$\frac{2}{5}$

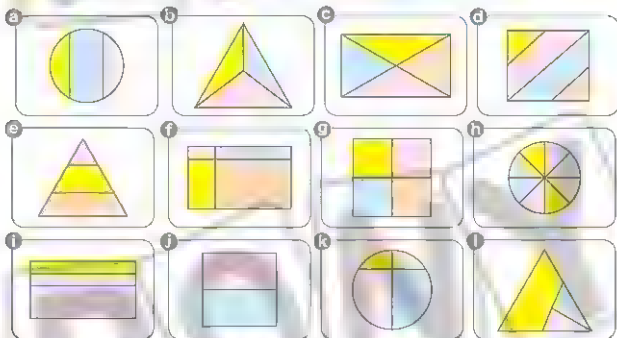
Denominator

The number of parts in a **whole**
All Parts

عدد جميع الأجزاء

Fraction Bar

1 Circle the shapes that are divided into **equal** parts:



2 Write the fraction that represents the **shaded** part:



a

b

c

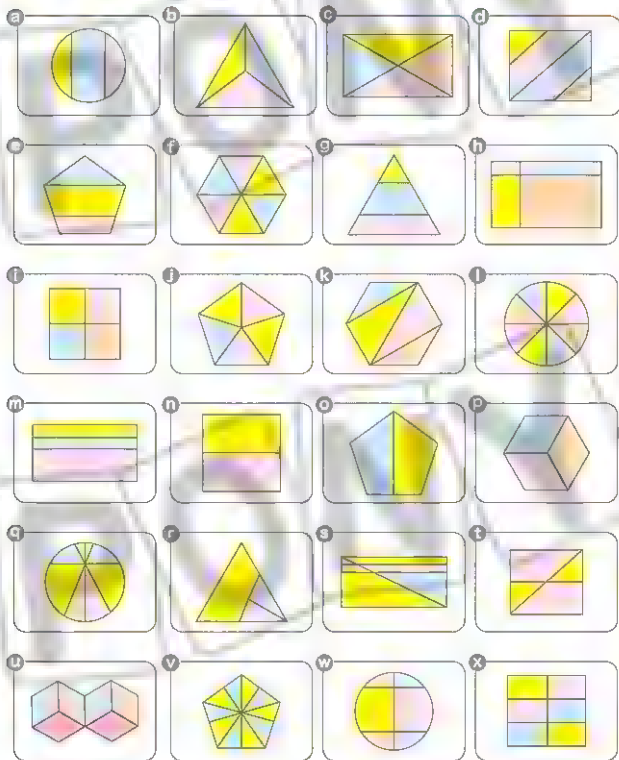
d

e

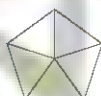


HOME ACTIVITIES

1 Circle the shapes that are divided into **equal** parts:



2 Write the fraction that represents the shaded part:



a $\frac{\quad}{\quad}$

b $\frac{\quad}{\quad}$

c $\frac{\quad}{\quad}$

d $\frac{\quad}{\quad}$

e $\frac{\quad}{\quad}$



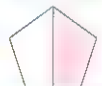
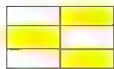
f $\frac{\quad}{\quad}$

g $\frac{\quad}{\quad}$

h $\frac{\quad}{\quad}$

i $\frac{\quad}{\quad}$

j $\frac{\quad}{\quad}$



k $\frac{\quad}{\quad}$

l $\frac{\quad}{\quad}$

m $\frac{\quad}{\quad}$

n $\frac{\quad}{\quad}$

o $\frac{\quad}{\quad}$



p $\frac{\quad}{\quad}$

q $\frac{\quad}{\quad}$

r $\frac{\quad}{\quad}$


s $\frac{\quad}{\quad}$

t $\frac{\quad}{\quad}$


Worksheet



Choose the correct answer:

- a) $325 = \quad + 25$ (3 or 30 or 300)
 b) The number just **before** 505 is (404 or 506 or 504)
 c) 5 Hundreds + 4 Tens = (504 or 540 or 450)
 d) The fraction of  is ($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{1}{2}$)

Complete the following:

- a) $138 + 25 = 2\frac{1}{2} + \quad$
 b) The **value** of the digit 5 in 753 is
 c) The **greatest** number formed from the digits 2, 5 and 7 is
 d) The fraction of  is $\frac{\quad}{\quad}$.

Answer the following:

a Find the result:

1) $452 + 375 =$

2) $850 - 619 =$

b Write the fraction of each of the following:

1



$\frac{\quad}{\quad}$

2



$\frac{\quad}{\quad}$

3



$\frac{\quad}{\quad}$

c Ahmed has 537 pounds, his father gave him 350 pounds.

How much money does he have?

Ahmed has = $\quad + \quad =$ pounds.

d Arrange the following in an ascending order:

532 , 253 , 99 , 523 , 235

Lessons

Many Fractions Forms

صيغ متنوعة للكسور

2-6

Fractions in the pictures
and numbers




الكسور في الصورة والعدد

Number of equal parts

عدد الأجزاء المتساوية

Fractions in words






الكسور بالحروف

		
2 Parts	3 Parts	4 Parts
Half/Halves	Third	Fourth (quarter)

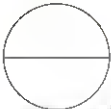
1 Write the fraction of the shaded part:

a b c d e f g h i 

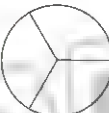
2 Shade according to the fraction, then complete the table:

	Fraction in Words	Fraction	Fraction in Digits
a	A half		$\frac{\quad}{\quad}$
b	A third		$\frac{\quad}{\quad}$
c	Two thirds		$\frac{\quad}{\quad}$
d	A fourth		$\frac{\quad}{\quad}$
e	Three fourths		$\frac{\quad}{\quad}$

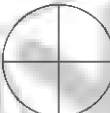
3 Shade one piece of each circle, then write the fraction:



a

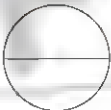


b




c

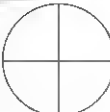
4 Shade two pieces of each circle, then write the fraction:



a



b

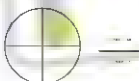
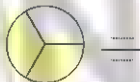
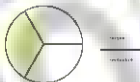
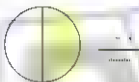
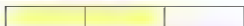


c



HOME ACTIVITIES

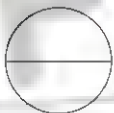
1 Write the fraction of the shaded part:



2 Shade according to the **fraction**, then complete the table:

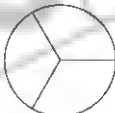
	Fraction in Words	Fraction	Fraction in Digits
	A half		$\frac{\quad}{\quad}$
	Two halves		$\frac{\quad}{\quad}$
	A third		$\frac{\quad}{\quad}$
	Two thirds		$\frac{\quad}{\quad}$
	Three thirds		$\frac{\quad}{\quad}$
	A fourth		$\frac{\quad}{\quad}$
	Two fourths		$\frac{\quad}{\quad}$
	Three fourths		$\frac{\quad}{\quad}$
	Four fourths		$\frac{\quad}{\quad}$

3 Shade **one piece** of each circle, then write the fraction:



$\frac{\quad}{\quad}$

a



$\frac{\quad}{\quad}$

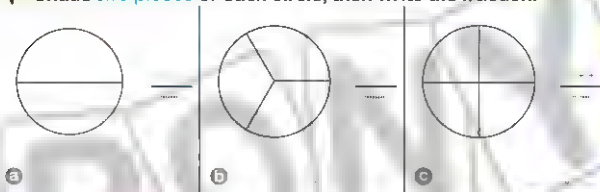
b



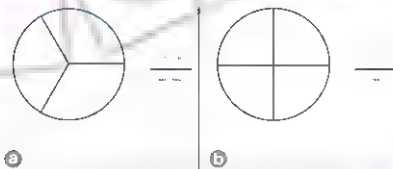
$\frac{\quad}{\quad}$

c

4 Shade **two pieces** of each circle, then write the fraction:



5 Shade **three pieces** of each circle, then write the fraction:



6 Write the fraction:



Worksheet

Choose the correct answer:

- a) The **value** of the digit 3 in 235 is :
 (300 or 30 or 3)
- b) $700 < \dots$
 (600 or 800 or 700)
- c) $900 + 70 + 4 = \dots$
 (974 or 947 or 749)
- d) Six hundred and twenty-one = \dots
 (512 or 216 or 621)

Complete the following:

- a) The number "Six hundred and six", in **digits** is \dots
- b) The **greatest** 3-digit number is \dots
- c) The **smallest** number formed from the digits 8, 2 and 4 is \dots
- d) 800, 700, 600, \dots

Answer the following:

a) Find the result :

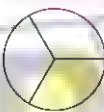
1
$$\begin{array}{r} 348 \\ + 114 \\ \hline \end{array}$$

2
$$\begin{array}{r} 569 \\ - 215 \\ \hline \end{array}$$

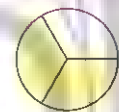
3
$$\begin{array}{r} 649 \\ + 130 \\ \hline \end{array}$$

4
$$\begin{array}{r} 482 \\ - 265 \\ \hline \end{array}$$

b) Write the fraction of each of the following:



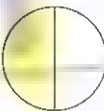
1



2



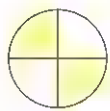
3



4



5



6

Lessons

Fraction as a Part of a Set & Applications on Fractions

الكسر كجزء من مجموعة / تطبيقات على الكسور

A set is a group of pupils.

There are 6 pupils:

4 boys and 2 girls.

- The fraction representing the number of boys.

• الكسر الذي يمثل عدد الأولاد:

The number of boys $\rightarrow 4$

$\frac{4}{6}$

The number of pupils.

- The fraction representing the number of girls.

• الكسر الذي يمثل عدد البنات

The number of girls $\rightarrow 2$

$\frac{2}{6}$

The number of pupils.



Lesson 7-10

1 Complete:

- The fraction of the red apples =
- The fraction of the green apples =
- The fraction of the apples that have leaves =



2 Complete:

- The fraction of the red flowers =
- The fraction of the blue flowers =
- The fraction of the yellow flowers =



3 Complete:

- The fraction of the red books =
- The fraction of the green books =
- The fraction of the red or green books =



4 Circle according to the fraction:



$$\frac{1}{3}$$



$$\frac{1}{4}$$



$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{2}{3}$$

5 Marwa baked an apple pie and cut it into **four equal pieces**. She gave **one** piece to her brother and **one** to her sister.

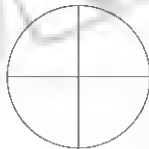
a) What fraction of the pie did Marwa's

brother eat? $\frac{1}{4}$

b) What fraction of the pie did Marwa's

sister eat? $\frac{1}{4}$

c) What fraction of the pie is remaining? $\frac{2}{4}$





HOME ACTIVITIES

1 Complete the following:

a ① The fraction of the red apples = $\frac{\quad}{\quad}$

② The fraction of the green apples = $\frac{\quad}{\quad}$

③ The fraction of the apples that have leaves = $\frac{\quad}{\quad}$



b ① The fraction of the red apples = $\frac{\quad}{\quad}$

② The fraction of the green apples = $\frac{\quad}{\quad}$

③ The fraction of the apples that have leaves = $\frac{\quad}{\quad}$



c ① The fraction of the red flowers = $\frac{\quad}{\quad}$

② The fraction of the blue flowers = $\frac{\quad}{\quad}$

③ The fraction of the yellow flowers = $\frac{\quad}{\quad}$



d ① The fraction of the red flowers = $\frac{\quad}{\quad}$

② The fraction of the blue flowers = $\frac{\quad}{\quad}$

③ The fraction of the yellow flowers = $\frac{\quad}{\quad}$



e ① The fraction of the red flowers = $\frac{\quad}{\quad}$

② The fraction of the blue flowers = $\frac{\quad}{\quad}$

③ The fraction of the yellow flowers = $\frac{\quad}{\quad}$

④ The fraction of the blue or yellow flowers = $\frac{\quad}{\quad}$

⑤ The fraction of the red or yellow flowers = $\frac{\quad}{\quad}$



f ① The fraction of the red books = $\frac{\quad}{\quad}$

② The fraction of the green books = $\frac{\quad}{\quad}$

③ The fraction of the red or green books = $\frac{\quad}{\quad}$





9 ① The fraction of the red books = $\frac{\quad}{\quad}$

② The fraction of the green books = $\frac{\quad}{\quad}$

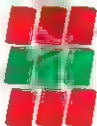
③ The fraction of the red or green books = $\frac{\quad}{\quad}$



10 ① The fraction of the red books = $\frac{\quad}{\quad}$

② The fraction of the green books = $\frac{\quad}{\quad}$

③ The fraction of the red or green books = $\frac{\quad}{\quad}$



11 ① The fraction of the red pens = $\frac{\quad}{\quad}$

② The fraction of the green pens = $\frac{\quad}{\quad}$

③ The fraction of the red or green pens = $\frac{\quad}{\quad}$

④ The fraction of the blue pens = $\frac{\quad}{\quad}$



12 ① The fraction of the red pens = $\frac{\quad}{\quad}$

② The fraction of the green pens = $\frac{\quad}{\quad}$

③ The fraction of the red or green pens = $\frac{\quad}{\quad}$



2 Circle according to the fraction:



$$\frac{1}{3}$$



$$\frac{1}{4}$$



$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{3}$$



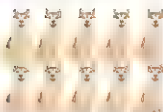
$$\frac{1}{4}$$



$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{2}{3}$$



$$\frac{1}{2}$$



$$\frac{3}{4}$$

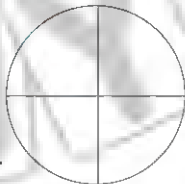


$$\frac{2}{3}$$

- 3** Marwa baked an apple pie and cut it into four equal pieces.

She gave one piece to her brother and one to her sister.

- a What fraction of the pie did Marwa's brother eat? $\frac{1}{4}$
- b What fraction of the pie did Marwa's sister eat? $\frac{1}{4}$
- c What fraction of the pie is remaining? $\frac{2}{4}$



- 4** Rana had 4 cookies in her lunch. She gave her friend Aya 2 of them.

What fraction of the cookies did Rana share? $\frac{2}{4}$

- 5** Omer went out for pizza. His pizza had 3 slices, and he ate 2 of them.

What fraction of the pizza is left? $\frac{1}{3}$

- 6** Karim had a sandwich. He cut it into two pieces and ate one of them.

What fraction of the sandwich did he eat? $\frac{1}{2}$

- 7** Farah and Sherif picked some flowers. They had four flowers.

Farah took 3 of the flowers and gave one to Sherif.

What fraction of the flowers did Farah take? $\frac{3}{4}$

- 8** Sara baked a pie and cut it into four pieces. Her family ate 3 of the pieces.

What fraction of the pie is left over? $\frac{1}{4}$

- 9** Dina had three cookies in her lunch. If she eat all three of them, what fraction of the cookies did she eat? $\frac{3}{3}$

Worksheet



7-10

Choose the correct answer:

- a) The **greatest** number formed from 7, 1, and 9 is (971 ☒ 917 ☐ 179)
- b) The number ... is **between** 409 and 411. (410 ☒ 408 ☐ 412)
- c) The number that comes just **after** 299 is . (300 ☒ 400 ☐ 200)
- d) 210 , 220 , 230, (in the same pattern). (231 ☒ 240 ☐ 250)

Complete the following:

- a) The **place value** of the digit 3 in 327 is .
- b) $5 + 30 + 600 =$. c) $123 +$ = $326 + 123$
- d) The **greatest** 3-digit number is

Answer the following:

a) Find the result:

1 $949 - 897 =$ 3 216 4 341

2 $193 + 111 =$ $- 107$ $+ 597$

b) Salwa bought a dress for 275 pounds and a pair of shoes for 125 pounds.

How much money did Salwa pay?

Salwa paid - + = - pounds

c) Match:



3

4

1

4

1

3

2

3

1

2

Chapter 12

Chapter Lessons



Lessons 1–3 Reading and Explaining Data

Outcomes

- Participating in Calendar Math Activities.
- Interpreting data in Bar Graphs with a scale of 5 or 10.
- Interpreting data in Pictographs with a scale of 5 or 10.
- Explaining why it is important to use an appropriate scale when creating graphs.
- Organizing four categories of data into a Bar Graph.
- Choosing an appropriate scale based on the data being graphed.
- Creating and solving Put-together, Compare and Take-apart problems using data.

Lessons 4–7 Applications on Arrays

Outcomes.

- Participating in Calendar Math Activities.
- Identifying real world arrays.
- Writing repeated addition sentences for arrays.
- Calculating the total number of objects in arrays.
- Creating arrays with given rows and columns.

Lessons 8–10 Applications on Addition and Subtraction

Outcomes

- Participating in Calendar Math Activities.
- Adding and subtracting 1-, 2-, 3 and digit numbers.
- Applying variety of strategies to solve problems.
- Writing story problems for addition and subtraction equations.
- Applying variety of strategies to solve addition and subtraction story problems.
- Collaborating to play a math game.
- Evaluating the students' progress in adding and subtracting with regrouping.
- Reflecting on the students learning on primary 2 Mathematics.



Lessons

1-3

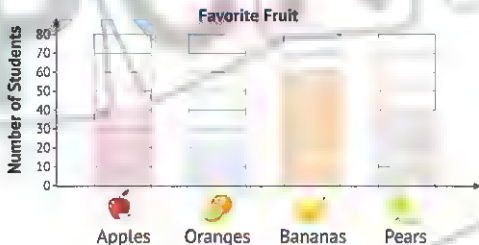
Reading and Explaining Data قراءة وتفسير البيانات

Lessons

1-3

Bar Graph

- 1 Look at the favorite fruit graph, then answer:



- a Complete the following table:

Favorite Fruit				
	Apples	Oranges	Bananas	Pears
Number of Students				

- b Answer the following questions:

- How many students like oranges?
- How many students like apples or bananas?
- How many students like bananas or pears?
- How many students were asked about their favorite fruit?
- What is the least popular fruit on this graph?

Pictograph

2 Look at the pictograph, then answer:

Favorite Pizza Toppings

Green Peppers



Cheese



Olives



Mushrooms



= 2 people

3 Complete the following table:

Favorite Pizza Toppings	Green Peppers	Cheese	Olives	Mushrooms
Number of People				

6 Answer the following questions:

- How many people like cheese and green peppers?
- How many people like cheese, green peppers, and olives?
- How many more people like cheese than green peppers?
- How many fewer people like mushrooms than olives?
- What is the pizza topping that is liked the most on this graph?

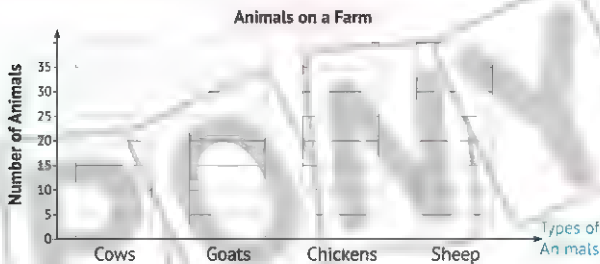
3 Look at the **animals on a farm** pictograph, then answer:



a Complete the following table:

Types of Animals	Cows	Goats	Chickens	Sheep
Number of Animals				

b Complete the following bar graph:



c Answer the following questions:

- How many **cows** are there on the farm?
- How many **goats** and **chickens** are there on the farm?
- What is the **most** type of animals found on the farm?
- What is the **least** type of animals found on the farm?

4 Look at the **pick a flower** pictograph, then answer:

Saturday



Sunday



Monday



Tuesday



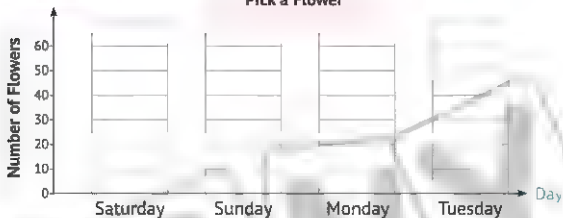
= 10 flowers

= 5 flowers

Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers				

Pick a Flower



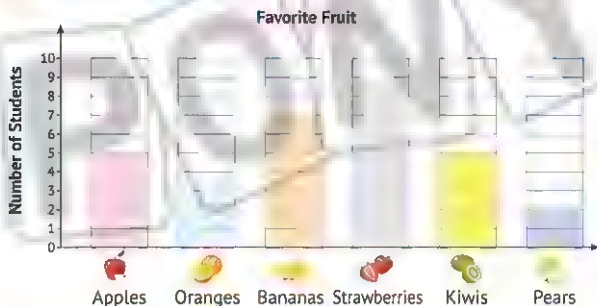
Answer the following questions:

- How many flowers were picked on **Tuesday**?
- How many **more** flowers were picked on **Sunday** than **Saturday**?
- Which day had the **most** number of flowers picked?
- Which day had the **least** number of flowers picked?









HOME ACTIVITIES

- 1 Look at the **favorite fruit** graph, then answer.



- a Complete the following table:

Favorite Fruit						
	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students						

- b Use the bar graph, then complete using ($<$, $=$, or $>$):

① Number of students who like **apples**

Number of students who like **kiwis**

② Number of students who like **oranges**

Number of students who like **bananas**

③ Number of students who like **pears**

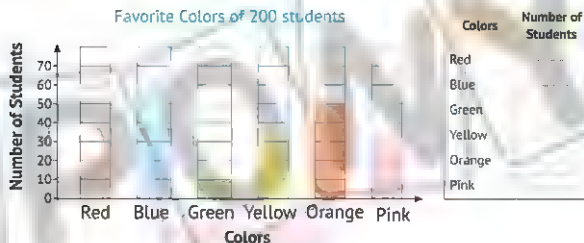
Number of students who like **strawberries**

c Answer the following questions:

- ① How many students like oranges?
- ② How many more students like strawberries than pears?
- ③ How many students altogether like kiw s, apples, and oranges?
- ④ Which fruit is liked the most?
- ⑤ Which fruit is liked the least?



- 2 Look at the **favorite color** graph, then answer the questions below:



- Ⓐ Use the bar graph, then complete using ($<$, $=$, or $>$):

① Number of students who like **red**

Number of students who like **green**

② Number of students who like **blue**

Number of students who like **yellow**

③ Number of students who like **green**

Number of students who like **orange**

④ Number of students who like **yellow**

Number of students who like **pink**

⑤ Number of students who like **orange**

Number of students who like **blue**

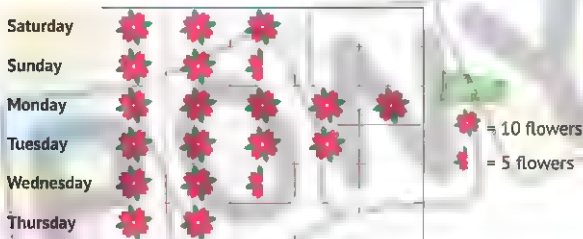
⑥ Number of students who like **pink**

Number of students who like **red**

6 Answer the following questions:

- ① How many students like red the most?
- ② How many students like blue the most?
- ③ How many students like green the most?
- ④ How many students like yellow the most?
- ⑤ How many students like orange the most?
- ⑥ How many students like pink the most?
- ⑦ How many students like pink or blue (pink + blue)?
- ⑧ How many more people like yellow more than green (yellow - green)?
- ⑨ How many students like red or blue (red + blue)?
- ⑩ How many more students like blue more than orange (blue - orange)?

3 Look at the **pick a flower** pictograph, then answer:



a Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers						

b Use the bar graph, then complete using ($<$, $=$, or $>$):

① Number of flowers on
Sunday

Number of flowers on
Tuesday

② Number of flowers on
Saturday

Number of flowers on
Sunday

③ Number of flowers on
Wednesday

Number of flowers on
Monday

④ Number of flowers on
Monday

Number of flowers on
Thursday

⑤ Number of flowers on
Tuesday

Number of flowers on
Saturday

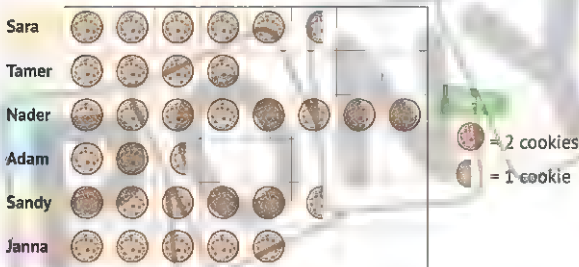
⑥ Number of flowers on
Thursday

Number of flowers on
Saturday

⑦ Answer the following questions:

- ① How many flowers were picked on Monday?
- ② How many flowers were picked on Tuesday?
- ③ How many more flowers were picked on Saturday than Sunday?
- ④ How many more flowers were picked on Monday than Tuesday?
- ⑤ How many flowers were picked on Monday and Wednesday?
- ⑥ How many flowers were picked on Sunday or Thursday?
- ⑦ Which day had the most number of flowers picked?
- ⑧ Which day had the least number of flowers picked?

4 Look at the following pictograph, then answer:



5 Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Janna
Number of Cookies						

6 Use the bar graph, then complete using (<, =, or >):

① Number of cookies that

Sara ate

Number of cookies that

Tamer ate

② Number of cookies that

Nader ate

Number of cookies that

Adam ate

③ Number of cookies that

Sandy ate

Number of cookies that

Janna ate

④ Number of cookies that

Tamer ate

Number of cookies that

Sandy ate

5 Number of cookies that
Adam ate

Number of cookies that Sara
ate

6 Number of cookies that
Sandy ate

Number of cookies that Sara
ate

7 Answer the following questions:

1 How many cookies did Tamer eat?

2 How many cookies did Janna eat?

3 How many more cookies did Sara eat than Adam?

4 How many more cookies did Sandy eat than Janna?

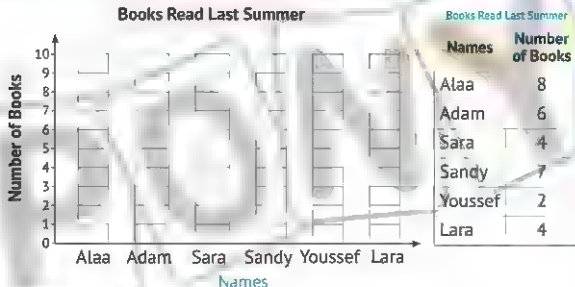
5 How many cookies did Sara, Nader, and Adam eat?

6 How many cookies did Tamer and Sandy eat?

7 Who ate the greatest number of cookies?

8 Who ate the least number of cookies?

5 Use the following table to complete the bar graph:



a Use the graph to order the names of students who read the books from the **least** to the **greatest**:

b Use the bar graph, then complete using ($<$, $=$, or $>$):

① Number of books that
Alaa read

Number of books that Sandy
read

② Number of books that
Sara read

Number of books that Lara
read

③ Number of books that
Sandy read

Number of books that Sara
read

④ Number of books that
Youssef read

Number of books that Sandy
read

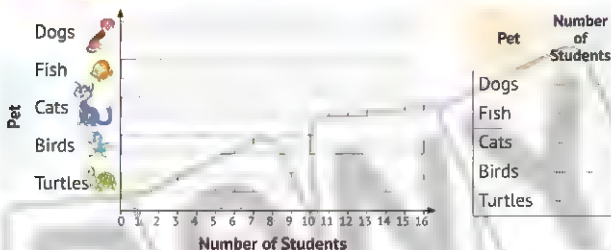
⑤ Number of books that
Lara read

Number of books that Alaa
read

c Answer the following questions:

- ① How many books did Sara read?
- ② How many books did Alaa read?
- ③ How many more books did Alaa read than Lara?
- ④ How many more books did Sara read than Youssef?
- ⑤ How many books altogether did Sandy, Youssef and Adam read?
- ⑥ How many books altogether did Lara, Alaa and Sara read?
- ⑦ Who read the greatest number of books?
- ⑧ Who read the least number of books?

- 6 Convert the same data showing the favorite pets of a number of students from the pictograph into a bar graph, then complete the following table:



- 7 Use the bar graph: complete using ($<$, $=$, or $>$):

① Number of students who like **dogs**

Number of students who like **birds**

② Number of students who like **fish**

Number of students who like **turtles**

③ Number of students who
like **cats**

Number of students who
like **dogs**

④ Number of students who
like **birds**

Number of students who
like **fish**

⑤ Answer the following questions:

① How many students like **fish**?

② How many students like **birds**?

③ How many more students like **cats** than **birds**?

④ How many more students like **birds** than **turtles**?

⑤ How many students altogether like **dogs, fish, and cats**?

⑥ How many students altogether like **cats, birds and turtles**?

⑦ Which pet is liked the **most**?

⑧ Which pet is liked the **least**?

1

First: Choose the correct answer:

- [a] The **value** of the digit 6 in 613 is . (600 or 60 or 6)
- [b] 9 Tens = (900 or 90 or 9)
- [c] The **even** number that comes just after 12 is . (14 or 8 or 10)
- [d] The **odd** number between 7 and 11 is . (8 or 9 or 10)
- [e] 800 80 Tens (< or = or >)

Second: Complete the following:

- [a] The number 297 = Ones, 9 Tens, Hundreds
 [b] $125 + \text{thousand hundred tens} = 243 + 125$
 [c] The greatest 3-digit number is .
 [d] $\boxed{10LE} + \boxed{10LE} + \boxed{10LE} + \boxed{10LE} + \boxed{10LE} = \boxed{}LE$
 [e] 100, 200, 300, , (in the same pattern).

Third: Answer the following:

- 2 Find the result of each of the following:**
- | | |
|------------------------|------------------------|
| 1 $144 + 456 =$ | 2 $829 - 119 =$ |
| 3 $228 + 212 =$ | 4 $500 - 153 =$ |

b Arrange the following numbers in an ascending order:

105 530 312 560

- G** There are 553 boys and 335 girls in a school. Find the total number of pupils in that school.

Total number = $1000 + 1000 = 2000$ **pupils**

Lessons

4-7

Applications on Arrays

تطبيقات على المصفوفات

Ex.

1 The array is called **rows** **3** by **4** **columns**

2 Number of oranges =

$$4 + 4 + 4 = 12$$

By using **rows**Or $3 + 3 + 3 + 3 = 12$ By using **columns**Solve the **arrays**, then write the addition equations:

a



① The array is called by

② Number of eggs =

Or

b

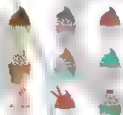


① The array is called by

② Number of colors =

Or

c



① The array is called by

② Number of cupcakes =

=

d



① The array is called by

② Number of squares =

=

Or

=



HOME ACTIVITIES

Solve the array, then write the addition equations:

a



① The array is called ... by ...

② Number of eggs =

=

Or

=

b



① The array is called ... by ...

② Number of colors =

=

Or

=

c



① The array is called ... by ...

② Number of cupcakes =

=

d



① The array is called ... by ...

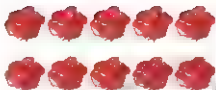
② Number of chocolates =

=

Or

=

e



① The array is called _____ by _____.

② Number of roses = _____

Or

f

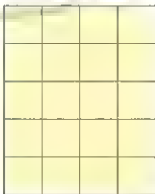


① The array is called _____ by _____.

② Number of books = _____

Or

g

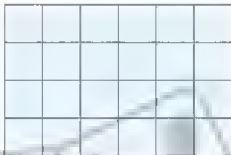


① The array is called _____ by _____.

② Number of squares = _____

Or

h



① The array is called _____ by _____.

② Number of squares = _____

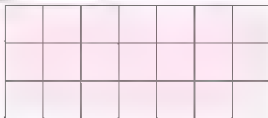
Or

i

① The array is called _____ by _____.

② Number of squares = _____

Or



Worksheet 2

First: Choose the correct answer:

- a. _____ to the nearest 10 = 250 (256 or 245 or 242)
- b. The **smallest** 3-digit number is (100 or 102 or 999)
- c. $70 + 40 + 3 =$ (743 or 113 or 473)
- d. 112, 478, and 730 are _____ numbers. (odd or even)
- e. Two hundreds = _____ Tens (2 or 20 or 200)

Second: Complete the following:

- a. The **value** of (3) in the number 387 is _____.
- b. The **odd** number that comes just after 189 is _____.
- c. 7 Tens + 8 Hundreds + 2 Ones = _____
- d. $\boxed{50\text{LE}} + \boxed{50\text{LE}} + \boxed{20\text{LE}} + \boxed{1\text{LE}} + \boxed{1\text{LE}} = \boxed{\text{LE}}$
- e. 75, 70, 65, 60, _____

Third: Answer the following:

a Find the result of each of the following:

① $\begin{array}{r} 192 \\ + 288 \\ \hline \end{array}$	② $\begin{array}{r} 95 \\ + 99 \\ \hline \end{array}$	③ $\begin{array}{r} 725 \\ - 262 \\ \hline \end{array}$	④ $\begin{array}{r} 805 \\ - 96 \\ \hline \end{array}$
---	---	---	--

b If $30 + 36 = 66$, then complete the following:

① $66 - 36 =$	② $66 - = 36$
③ $ + 30 = 66$	④ $ + 36 = 66$

c Hoda has 45 LE, Shimaa has 86 LE and Sandy has 90 LE. How much money do they have altogether?

They have = _____ + _____ + _____ = _____ LE

Lessons

8-10

Applications on Addition and Subtraction

تطبيقات على الجمع والطرح

Number Line Strategy استراتيجية خط الأعداد

Addition:

Counting On:



Ex. $16 + 5 = 21$

Start from the **greater** number (16) and count **on** for 5 steps.

- تبدأ بالعدد الأكبر (16)، وتعد (5) خطوات للأمام.

Subtraction:

Counting Down:

7 Steps

Ex. $21 - 7 = 14$

Start from the **greater** number (21) and count **down** for 7 steps.

- تبدأ من العدد الأكبر (21)، وتعد (7) خطوات للخلف.

1 Use the **number line** to find the result:

a $45 - 8 =$



b $32 - 5 =$



c $15 + 6 =$



d $59 + 7 =$



Decomposing Strategy إستراتيجية التحليل

Addition:

Ex. $45 + 26$

$40 + 5$ $20 + 6$

$60 + 11 = 71$

$45 = 40 + 5$, $26 = 20 + 6$.

Break up both numbers into Tens and Ones,
then add (Ones + Ones) and (Tens + Tens)
Then add the **sums**.

- حلل كلا من العددين إلى احاد وعشرات.
ثم اجمع (الأحاد + الأحاد)، (العشرات + العشرات)،
ثم اجمع النواتج.

So, $45 + 26 = (40 + 20) + (5 + 6)$
 $= 60 + 11 = 71$

Subtraction:

Ex. $63 - 27$

$60 - 20$ $3 - 7$

$3 + 4$

Break up the subtrahend into Tens and Ones,
then subtract,

- حلل المطروح إلى احاد وعشرات، ثم قسم الأحاد
إلى جزأين أحدهما مثل احاد المطروح منه

$63 - 27 = 63 - 20 - 3 - 4$
 $= 43 - 3 - 4$
 $= 40 - 4 = 36$

2 Use the decomposing strategy to find:

a $45 + 28 = (40 + \quad) + (20 + \quad) = (40 + 20) + (\quad + \quad)$

$= \quad + \quad = \quad$

b $245 + 127 = (200 + \quad + \quad) + (100 + \quad + \quad)$

$= (200 + 100) + (\quad + \quad) + (\quad + \quad)$

$= \quad + \quad + \quad = \quad$

c $76 - 28 = 76 - 20 - 8 = 76 - \quad - \quad = \quad - \quad$

$= \quad - \quad = \quad$

d $83 - 17 = \quad - \quad = \quad - \quad$

$= \quad - \quad = \quad$

120 Chart Strategy استخدام مخطط الأعداد حتى ١٢٠ إستراتيجية

Addition:

Ex. $45 + 16$

61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50

Add the Ones:

Move 6 squares to the right.

Then

add the Tens,
move 1 square up.

– اجمع الآحاد وتحرك ٦ مربعات
تجاه اليمين، ثم اجمع العشرات
وتحرك مربعاً واحداً للأعلى.

So, $45 + 16 = 61$.

Subtraction:

Ex. $62 - 24$

61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40

Subtract the Ones:

Move 4 squares to the left.

Then

subtract the Tens,
move 2 squares down.

– اطرح الآحاد وتحرك ٤ مربعات تجاه
اليسار، ثم اطرح العشرات
وتحرك مربعين للأسفل.

So, $62 - 24 = 38$.



3 Use the 120 Chart to find the result:

81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40

a $45 + 28 =$

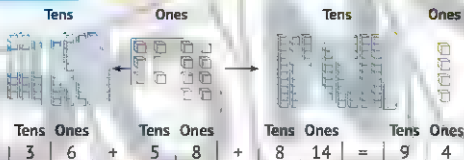
b $73 - 36 =$

81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30

Place Value Table Strategy إستراتيجية جدول القيمة المكانية

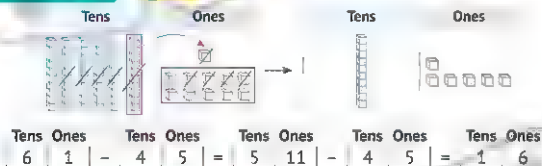
Addition:

Ex. $36 + 58$



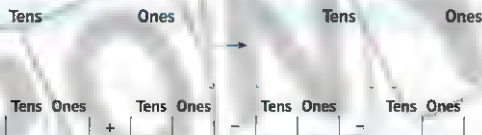
Subtraction:

Ex. $61 - 45$

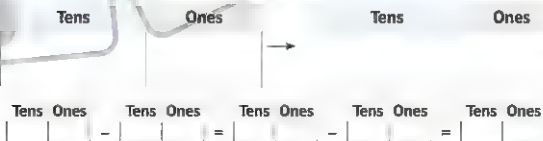


4 Use the place value table to find the result:

a $67 + 28 =$



b $71 - 36 =$

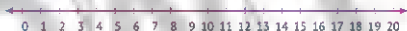




HOME ACTIVITIES

1 Use the **number line** to find the result:

a $8 + 7 =$



b $16 - 8 =$



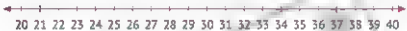
c $14 + 9 =$



d $37 - 8 =$



e $25 + 8 =$



f $36 - 8 =$



g $32 + 12 =$



h $43 - 5 =$



i $49 + 5 =$



j $55 - 7 =$



Ⓐ $45 + 38 = (40 + 5) + (\quad + \quad) = (40 + 30) + (\quad + \quad)$

⑥ $27 + 29 = (\quad + \quad) + (\quad + \quad) = (\quad + \quad) + (\quad + \quad)$

Ⓒ $245 + 215 = (\quad + \quad + \quad) + (\quad + \quad + \quad)$

$$= \left(\begin{array}{c} 1 \\ 2 \\ 3 \end{array} + \begin{array}{c} 4 \\ 5 \\ 6 \end{array} \right) + \left(\begin{array}{c} 7 \\ 8 \\ 9 \end{array} + \begin{array}{c} 10 \\ 11 \\ 12 \end{array} \right) + \left(\begin{array}{c} 13 \\ 14 \\ 15 \end{array} + \begin{array}{c} 16 \\ 17 \\ 18 \end{array} \right)$$

Ⓐ $367 + 147 = (\quad + \quad + \quad) + (\quad + \quad + \quad)$

$$-(\quad + \quad) + (\quad + \quad) + (\quad + \quad)$$

The diagram illustrates a two-stage process. Stage 1 shows a person at a computer with a 'Task' box. Stage 2 shows a person at a computer with a 'Task' box and a 'Feedback' box. Arrows indicate the flow from Stage 1 to Stage 2.

45-29-

Figure 1 is a line graph illustrating the percentage of the total sample for various age groups across different years. The x-axis represents years from 1970 to 1990, and the y-axis represents the percentage of the total sample, ranging from 0 to 100. The age groups are: 0-14, 15-24, 25-34, 35-44, 45-54, 55-64, and 65+. The graph shows a general trend of decreasing percentages for younger age groups and increasing percentages for older age groups over time.

Year	0-14	15-24	25-34	35-44	45-54	55-64	65+
1970	18	15	12	10	8	6	4
1975	16	14	11	9	7	5	3
1980	14	12	10	8	6	4	2
1985	12	10	8	6	4	3	1
1990	10	8	6	4	3	2	1

62 - 17 = - - = - - -

Time of Day	Sleeping	Resting	Sitting	Standing	Walking	Running
00:00	40	30	20	10	5	5
04:00	35	25	15	10	5	5
08:00	30	20	15	10	5	5
12:00	25	15	15	10	5	5
16:00	20	10	15	10	5	5
20:00	15	5	15	10	5	5
24:00	10	5	15	10	5	5

$$\textcircled{9} 83 - 49 = \quad - \quad - \quad = \quad - \quad - \quad -$$

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$

3 Use the 120 Chart to find the result:

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

a $28 + 37 =$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

c $63 - 27 =$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

b $46 + 16 =$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

d $85 - 29 =$

4 Use the place value table to find the result :

a $37 + 15 =$

Tens

Ones

Tens

Ones

Tens	Ones

 $+$

Tens	Ones

 $=$

Tens	Ones

 $=$

Tens	Ones

b $26 + 49 =$

Tens

Ones

Tens

Ones

Tens	Ones

 $+$

Tens	Ones

 $=$

Tens	Ones

 $=$

Tens	Ones

c $85 - 38 =$

Tens

Ones

Tens

Ones

Tens	Ones

 $-$

Tens	Ones

 $=$

Tens	Ones

 $-$

Tens	Ones

 $=$

Tens	Ones

d $42 - 25 =$

Tens

Ones

Tens

Ones

Tens	Ones

 $-$

Tens	Ones

 $=$

Tens	Ones

 $-$

Tens	Ones

 $=$


Tens	Ones

Worksheet 3

First: Choose the correct answer:

- a 50 Tens + 32 Ones = (532 or 82 or 820)
 b 100 more than 245 is (345 or 145 or 255)
 c The **place value** of the digit 3 in 273 is (Ones or Tens or Hundreds)
 d The odd number that lies **between** 215 and 219 is (216 or 217 or 218)
 e The **Front-end Estimation** of 755 is (700 or 750 or 760)

Second: Complete the following:

- a The fraction that represents the **shaded** part is . 
 b The number 317 to the nearest 10 =
 c $200 + 50 + 4 =$
 d If $24 + 36 = 60$, then $60 - = 36$.
 e The **place value** of the digit 5 in 574 is

Third: Answer the following:**a Find the result of each of the following:**

$$\begin{array}{r} \textcircled{1} \quad 275 \\ + \quad 267 \\ \hline \end{array} \quad \begin{array}{r} \textcircled{2} \quad 812 \\ - \quad 122 \\ \hline \end{array} \quad \begin{array}{r} \textcircled{3} \quad 356 + 356 = \\ \hline \end{array} \quad \begin{array}{r} \textcircled{4} \quad 700 - 176 = \\ \hline \end{array}$$

b Nada had 67 LE. She bought a toy for 28 LE. How much money does Nada have now?**c Complete using (<, =, or >):**

$$\textcircled{1} \quad 725 - 175 \quad | \quad 427 + 133$$

$$\textcircled{2} \quad 3 \text{ Hundreds} + 25 \text{ Tens} \quad | \quad 325$$

$$\textcircled{3} \quad 123$$

The **smallest** 3-different-digit number

PIONY

سلسلة كتب الاستاذ

Math

By: Mohamed Nasreldin

FINAL REVISION

&

ANSWERS

2nd

Second Term

Primary



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Guide Answers

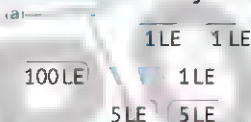
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General Exercises on Chapter 7

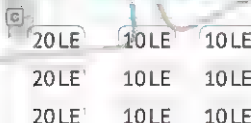


First: Choose the correct answer:

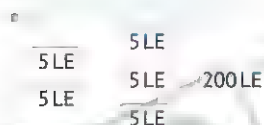
1 The **amount** of money in each of the following is:



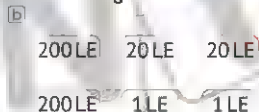
113 LE or 123 LE or 185 LE



660 LE or 160 LE or 120 LE



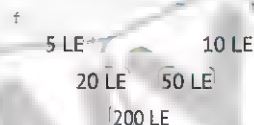
225 LE or 75 LE or 220 LE



222 LE or 422 LE or 442 LE



250 LE or 50 LE or 125 LE



185 LE or 250 LE or 285 LE

2) $50\text{ LE} + 20\text{ LE} + 10\text{ LE} + 1\text{ LE} = \text{ } \text{LE}$ (531 or 90 or 81)

3) $100\text{ LE} + 50\text{ LE} + 50\text{ LE} + 5\text{ LE} = \text{ } \text{LE}$ (155 or 115 or 205)

4) $523\text{ LE} + 267\text{ LE} = \text{ } \text{LE}$ (780 or 790 or 880)

5) $215\text{ LE} + \text{ } \text{LE} = 245\text{ LE}$ (460 or 30 or 60)

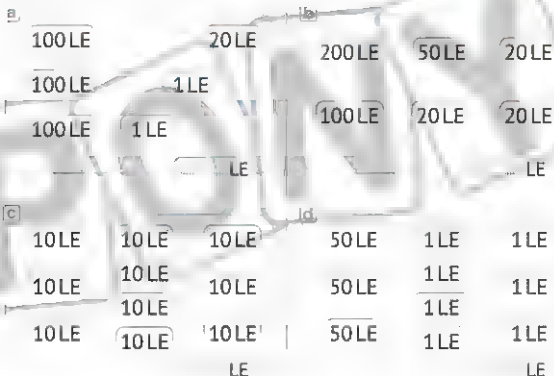
6) $185\text{ LE} - 80\text{ LE} = \text{ } \text{LE}$ (265 or 105 or 205)

7) $600\text{ LE} - \text{ } \text{LE} = 100\text{ LE}$ (400 or 700 or 500)

8) $245\text{ LE} = \text{ } \text{LE}$ (200 LE 5 LE or 100 LE 20 LE or 200 LE 5 LE or 100 LE 20 LE or 20 LE 20 LE)

Second: Complete the following:

- ① $20 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} = \dots \text{ LE.}$
- ② $425 \text{ LE} = 200 \text{ LE} + 200 \text{ LE} + 10 \text{ LE} + \dots \text{ LE} + \dots \text{ LE.}$
- ③ $753 \text{ LE} = \dots \text{ Hundreds} + \dots \text{ Tens} + \dots \text{ Ones.}$
- ④ $5 \text{ Hundreds} + 15 \text{ Tens} + 25 \text{ Ones} = \dots \text{ LE.}$
- ⑤ $254 \text{ LE} + 356 \text{ LE} = \dots \text{ LE.}$
- ⑥ $755 \text{ LE} - 225 \text{ LE} = \dots \text{ LE.}$
- ⑦ $\dots \text{ LE} + 175 \text{ LE} = 250 \text{ LE.}$
- ⑧ $300 \text{ LE} + \dots \text{ LE} = 800 \text{ LE.}$
- ⑨ $\dots \text{ LE} - 520 \text{ LE} = 120 \text{ LE.}$
- ⑩ $505 \text{ LE} - \dots \text{ LE} = 205 \text{ LE.}$
- ⑪ Find the **amount** of money:



Third: Answer the following:

1 Find the **amount** of money:

a

100LE	100LE	100LE
50LE	50LE	50LE
20LE	20LE	
1LE	1LE	1LE
Hundreds	Tens	Ones
+ + = LE.		

b

100LE	100LE	
50LE	50LE	50LE
5LE	1LE	1LE
	1LE	1LE
Hundreds	Tens	Ones
+ + = LE.		

c

200LE		
10LE	10LE	10LE
10LE	10LE	10LE
5LE	5LE	5LE
Hundreds	Tens	Ones
+ + = LE.		

d

200LE	200LE	200LE
1LE	1LE	1LE
1LE	1LE	1LE
	1LE	1LE
Hundreds	Tens	Ones
+ + = LE.		

2 Draw according to the **amount** of money:

a

Hundreds	Tens	Ones
96LE		

b

Hundreds	Tens	Ones
407LE		

Final Revision

c

Hundreds	Tens	Ones
340 LE		

d

Hundreds	Tens	Ones
650 LE		

e

Hundreds	Tens	Ones
243 LE		

f

Hundreds	Tens	Ones
159 LE		


3 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you used to **purchase** each item.

a



245 LE

b



87 LE

c



263 LE

d



214 LE

4 Complete using (<, =, or >):

- a $\begin{array}{cccc} 100\text{LE} & 100\text{LE} & 50\text{LE} & 5\text{LE} \\ 100\text{LE} & 100\text{LE} & 20\text{LE} & 1\text{LE} \end{array}$ $\begin{array}{c} 476\text{LE} \end{array}$
- b $\begin{array}{c} 757\text{LE} \end{array}$ $\begin{array}{cccc} 200\text{LE} & 50\text{LE} & 10\text{LE} & 10\text{LE} \\ 200\text{LE} & 50\text{LE} & 50\text{LE} & 5\text{LE} \end{array}$
- c $\begin{array}{cccc} 50\text{LE} & 50\text{LE} & 50\text{LE} & 1\text{LE} \\ 50\text{LE} & 50\text{LE} & 1\text{LE} & 1\text{LE} \end{array}$ $\begin{array}{c} 207\text{LE} \end{array}$
- d $\begin{array}{c} 238\text{LE} \end{array}$ $\begin{array}{cccc} 200\text{LE} & & 10\text{LE} & 1\text{LE} \\ 200\text{LE} & 50\text{LE} & 1\text{LE} & 1\text{LE} \end{array}$

5 Find the result:

a

Amount	Hundreds 100LE	Tens 10LE	Ones 1LE
238LE			
271LE			
Sum			

b

Amount	Hundreds 100LE	Tens 10LE	Ones 1LE
128LE			
237LE			
Sum			

c

Amount	Hundreds 100LE	Tens 10LE	Ones 1LE
127LE			
373LE			
Sum			

d

Amount	Hundreds 100LE	Tens 10LE	Ones 1LE
198LE			
267LE			
Sum			

e

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
764 LE			
129 LE			
Difference			

f

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
409 LE			
127 LE			
Difference			

g

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
467 LE			
198 LE			
Difference			

h

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
500 LE			
327 LE			
Difference			

6 Solve the following story problems:

- a Nada has 45 LE and her sister has 28 LE.
How much money do they have **altogether**?
- b Mariam bought a ball for 67 LE and a toy for 28 LE.
How much money did Mariam **pay**?
- c Salah's father gave him 89 LE for his birthday. He bought a T-shirt for 67 LE.
How many pounds does Salah have **left**?
- d Islam saved 35 LE in one month. The next month, he saved 64 LE.
Then, he bought a pair of shoes for 76 LE.
How much money does Islam have **left**?

General Exercises on Chapter 8



First: Choose the correct answer:

1. 45, 21, 33, and 9 are _____ numbers. (odd ☒ or even)
2. 28, 60, 46, and 8 are _____ numbers. (odd ☒ or even)
3. Any **odd** number + 3 = an _____ number. (odd ☒ or even)
4. Any **odd** number + 2 = an _____ number. (odd ☒ or even)
5. Any **even** number + 1 = an _____ number. (odd ☒ or even)
6. The **even** number that comes right **after** 298 is _____.
(299 ☒ or 200 ☒ or 300)
7. The **odd** number that comes right **after** 107 is _____.
(105 ☒ or 109 ☒ or 108)
8. The **even** number that comes right **before** 98 is _____.
(99 ☒ or 97 ☒ or 96)
9. The **odd** number that comes right **before** 61 is _____.
(59 ☒ or 60 ☒ or 58)
10. The **smallest** even number formed from 3 digits is _____.
(100 ☒ or 998 ☒ or 10)
11. The **greatest** odd number formed from 3 digits is _____.
(102 ☒ or 100 ☒ or 999)
12. The **smallest** odd number formed from 2 digits is _____.
(12 ☒ or 11 ☒ or 10)
13. The **greatest** even number formed from 2 digits is _____.
(98 ☒ or 10 ☒ or 99)

Second: Complete the following:

- 1¹ The sum of two **odd** numbers is an _____ number.
- 2 The sum of two **even** numbers is an _____ number.
- 3 The sum of an **odd** number and an **even** number is an _____ number.
- 4 Any **odd** number + 1 = an _____ number.
- 5 Any **even** number + 1 = an _____ number.
- 6 Any **odd** number + 2 = an _____ number.
- 7 Any **even** number + 2 = an _____ number.
- 8 The **odd** number that comes right **after** 259 is _____.
- 9 The **even** number that comes right **after** 78 is _____.
- 10¹ The **odd** number that comes right **before** 59 is _____.
- 11 The **even** number that comes right **before** 20 is _____.
- 12 The **smallest** **odd** number formed from 3 digits is _____.
- 13 The **greatest** **even** number formed from 3 digits is _____.

Third: Answer the following:

1. Complete the following patterns:

a) 30 , 33 , 36 , 39 , _____ , _____ . Rule: _____ .

b) 45 , 50 , 55 , 60 , _____ , _____ . Rule: _____ .

c) 74 , 71 , 68 , 65 , _____ , _____ . Rule: _____ .

d) 90 , 80 , 70 , 60 , _____ , _____ . Rule: _____ .

2 Complete the following according to the array:

- a 1 The number of rows is _____ rows.
 2 The number of columns is _____ columns.
 3 The array is called _____ by _____.
 4 The number of circles is:

=

or

=



- b 1 The number of rows is _____ rows.
 2 The number of columns is _____ columns.
 3 The array is called _____ by _____.
 4 The number of circles is:

=

or

=



- c 1 The number of rows is _____ rows.
 2 The number of columns is _____ columns.
 3 The array is called _____ by _____.
 4 The number of circles is:

=

or

=



- d 1 The number of rows is _____ rows.
 2 The number of columns is _____ columns.
 3 The array is called _____ by _____.
 4 The number of circles is:

=

or

=



General Exercises on Chapter 9



First: Choose the correct answer:

- 1 The estimation of 25 by Front-End Estimation is .
(30 or 26 or 20)
- 2 The estimation of 82 by Front-End Estimation is .
(80 or 85 or 90)
- 3 The estimation of 192 by Front-End Estimation is .
(100 or 110 or 200)
- 4 The estimation of 700 by Front-End Estimation is .
(700 or 600 or 750)
- 5 75 rounded to the nearest 10 is . (70 or 80 or 100)
- 6 183 rounded to the nearest 10 is . (180 or 190 or 200)
- 7 98 rounded to the nearest 10 is . (90 or 100 or 95)
- 8 48 rounded to the nearest 100 is . (50 or 0 or 100)
- 9 637 rounded to the nearest 100 is . (640 or 700 or 600)
- 10 837 rounded to the nearest 100 is . (800 or 840 or 900)
- 11 rounded to the nearest 10 is 70. (75 or 64 or 68)
- 12 rounded to the nearest 10 is 90. (99 or 94 or 84)
- 13 rounded to the nearest 100 is 500. (519 or 591 or 599)
- 14 rounded to the nearest 100 is 100. (46 or 95 or 190)
- 15 The sum of $(45 + 38)$ rounded to the nearest 10 is .
(83 or 80 or 90)

Second: Complete the following:

- 1 The estimation of 68 by Front-End Estimation is .
- 2 The estimation of 129 by Front-End Estimation is .
- 3 67 rounded to the nearest 10 is .

- ④ 195 rounded to the nearest 10 is .
- ⑤ 86 rounded to the nearest 100 is .
- ⑥ 629 rounded to the nearest 100 is .
- ⑦ $75 + 28 =$ (Rounded to the nearest 10 is .)
- ⑧ $47 + 29 =$ (Rounded to the nearest 10 is .)
- ⑨ $135 + 318 =$ (Rounded to the nearest 100 is .)
- ⑩ $697 + 86 =$ (Rounded to the nearest 100 is .)

Third: Answer the following:

1 Complete the following table:

Find the sum of each problem, then estimate the result:

Problem	Front-End Estimation	Rounded to the Nearest 10	Rounded to the Nearest 100
a) $65 + 29 =$			
b) $49 + 28 =$			
c) $217 + 124 =$			
d) $147 + 237 =$			

2 Find the sum:

a) 48

$+ 25$

b) 63

$+ 39$

c) 135

$+ 248$

d) 246

$+ 168$


e) $29 + 37 =$

f) $85 + 67 =$

g) $825 + 94 =$

h) $367 + 233 =$

Final Revision

 Draw the Hundreds' large squares, the Tens' sticks, and the Ones' small squares to represent each addend, then find the sum:

a $67 + 18 =$

Tens Ones Tens Ones Tens Ones Tens Ones

$$+ \quad =$$

b $245 + 318 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

$$+ \quad =$$

c $167 + 182 =$

Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones Hundreds Tens Ones

$$+ \quad =$$

 Find the sum, then estimate/round each number as shown:

a 75

$$+ 18$$

(By Front-End Estimation)

c 89

$$+ 24$$

(Rounded to the nearest 10)

b 125

$$+ 286$$

(By Front-End Estimation)

d 386

$$+ 148$$

(Rounded to the nearest 100)

General Exercises on Chapter 10



1 Complete the following fact families:

a

$$\begin{array}{rcl} & + & = \\ & + & = \\ & - & = \\ & - & = \end{array}$$



b

$$\begin{array}{rcl} & + & = \\ & + & = \\ & - & = \\ & - & = \end{array}$$



c

$$\begin{array}{rcl} & + & = \\ & + & = \\ & - & = \\ & - & = \end{array}$$

(27)

(15)

(12)

2 Use the number lines below to subtract:

a $16 - 8 =$



b $23 - 6 =$



c $35 - 8 =$



3 Decompose each number in 3 different ways:

a 46

$$\begin{array}{r}
 + \\
 + \\
 + \\
 + \\
 +
 \end{array}$$

b 73

$$\begin{array}{r}
 + \\
 + \\
 + \\
 + \\
 +
 \end{array}$$

4 Complete the following:

a

$$\begin{array}{l}
 36 = 10 + \\
 36 = 20 + \\
 36 = 30 +
 \end{array}$$

b

$$\begin{array}{l}
 85 = 10 + \\
 85 = 30 + \\
 85 = 50 +
 \end{array}$$

5 Subtract:

a

$$\begin{array}{l}
 43 - 10 = \\
 43 - 20 = \\
 43 - 23 = \\
 43 - 28 =
 \end{array}$$

b

$$\begin{array}{l}
 756 - 210 = \\
 756 - 220 = \\
 756 - 226 = \\
 756 - 229 =
 \end{array}$$

6 Draw the **Hundreds'** large squares, the **Tens'** sticks, and the **Ones'** small squares to subtract using the **regrouping strategy**:

a

	Tens	Ones
46		
- 25		

b

	Tens	Ones
73		
- 58		

c $825 - 123 =$

d $623 - 459 =$

Hundreds

Tens

Ones

Hundreds

Tens

Ones

7 Find the result:

a 51

$- 26$

b 218

$- 85$

c 870

$- 281$

d 407

$- 48$

e $87 - 87 =$

f $203 - 57 =$

g $200 - 4 =$

h $407 - 270 =$

8 Complete the following table:

Find the **sum** of each problem, then **estimate** the result:

Problem	Front-End Estimation	Rounded to the Nearest 10	Rounded to the Nearest 100
a $45 - 29 =$			
b $84 - 27 =$			
c $725 - 214 =$			
d $427 - 137 =$			

9 Answer the following:

- a In the class, there are 32 girls and 25 boys.

How many more girls are there than boys?

- b Islam has 356 LE and Nadia has 138 LE.

How much money do they have altogether?

- c Mohamed had 756 LE. He bought a shirt for 245 LE, and shoes for 345 LE.

Find the remaining money with him.

General Exercises on Chapter 11



First: Choose the fraction representing the shaded part:

a



($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

b



($\frac{1}{3}$ or $\frac{3}{4}$ or $\frac{1}{4}$)

c



($\frac{1}{3}$ or $\frac{2}{3}$ or $\frac{2}{2}$)

d



($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{3}{4}$)

e



($\frac{3}{5}$ or $\frac{3}{8}$ or $\frac{5}{8}$)

f



($\frac{2}{4}$ or $\frac{2}{6}$ or $\frac{4}{6}$)

Second: Write the fraction that represents the shaded part:

a



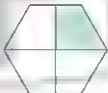
b



c



d



e



f



Third: Answer the following:

11 Write the fraction of the shaded part:

a



b



c



d



e



f



g



h



i



12 Complete:

a The fraction of the blue flowers =

b The fraction of the white flowers =



13 Complete:

a The fraction of the blue flowers =

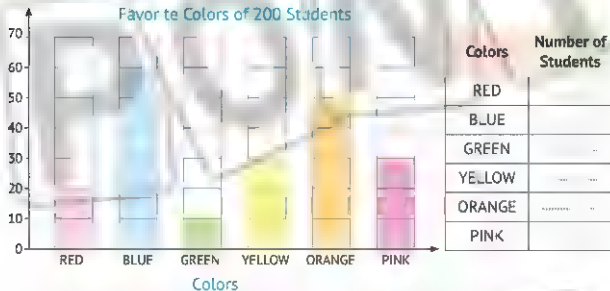
b The fraction of the white flowers =



General Exercises on Chapter 12



- 1** Look the **favorite colors** graph, and then answer the questions about the data:



- a** Use the graph to complete using ($<$, $=$, or $>$):

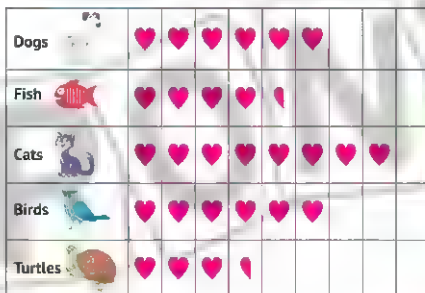
Number of students who like



- | | | | |
|----------|--------|----------|--------|
| 1 Red | Green | 2 Blue | Yellow |
| 3 Green | Orange | 4 Yellow | Pink |
| 5 Orange | Blue | 6 Pink | Red |

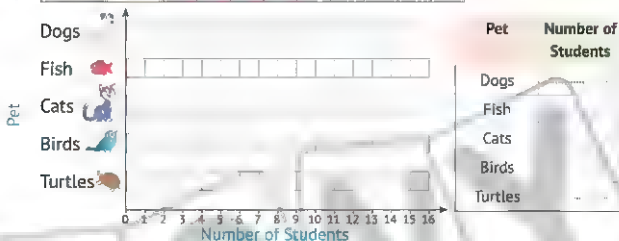
- b** Answer the following questions:

- 1 How many students like **red** the most?
- 2 How many students like **pink** or **blue**?
- 3 How many more students like **yellow** than **green**?
- 4 Which color is liked the **most**?
- 5 Which color is liked the **least**?

- 2** Convert the data of the favorite pet of some students from the pictograph into a bar graph, then complete the table and answer the questions:



 = 2 students
 = 1 student



- a** Use the graph to complete using (<, = or >):

Number of students who like

- | | | | |
|--------|---------|---------|------|
| 1 Dogs | Birds | 2 Cats | Dogs |
| 3 Fish | Turtles | 4 Birds | Fish |

- b** Answer the following questions:

- How many students like fish the most?
- How many more students like cats than birds?
- Which pet is liked the most?
- Which pet is liked the least?

3 Solve the arrays, then write the addition equations:

- a
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by .
 - The number of eggs is: =
- or =



- b
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by .
 - The number of squares is: =
- or =



- c
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by .
 - The number of cars is: =
- or =



4 Use the number lines below to find the result:

a $35 + 8 =$



b $22 - 9 =$



5 Use the **decomposing strategy** to find:

a $24 + 72 = (\quad + \quad) + (\quad + \quad) - (\quad + \quad) + (\quad + \quad)$

$= \quad + \quad = \quad$

b $224 + 187 = (\quad + \quad + \quad) + (\quad + \quad + \quad)$

$= (\quad + \quad) + (\quad + \quad) + (\quad + \quad)$

$= \quad + \quad + \quad = \quad$

c $82 - 25 = 82 - \quad = \quad - \quad = \quad - \quad = \quad$

$= \quad - \quad = \quad - \quad = \quad$

d $73 - 54 = \quad - \quad = \quad - \quad = \quad - \quad = \quad$

$= \quad - \quad = \quad - \quad = \quad$

6 Use the **place value table** to find the result:

a $27 + 26 =$

Tens

Ones

Tens

Ones

Tens Ones

Tens Ones

Tens Ones

Tens Ones

$\begin{array}{|c|c|} \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline \end{array} = \begin{array}{|c|c|} \hline & \\ \hline \end{array} = \begin{array}{|c|c|} \hline & \\ \hline \end{array}$

b $63 - 17 =$

Tens

Ones

Tens

Ones

$=$

Tens Ones

Tens Ones

Tens Ones

Tens Ones

Tens Ones

$\begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|} \hline & \\ \hline \end{array} = \begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|} \hline & \\ \hline \end{array} = \begin{array}{|c|c|} \hline & \\ \hline \end{array}$

Models

Model 1

1 Choose the correct answer:

- a The value of 5 in 257 is (5 or 50 or 500)
 b $10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} =$ (25 or 155 or 20)
 c The estimation of 257 is (250 or 200 or 300)
 d 364 rounded to the nearest 10 is (360 or 400 or 370)

2 Complete the following:

- a The sum of two even numbers is an _____ number.
 b The fraction of the shaded part _____ is _____.
 c 23, 25, 27, 29, _____, _____, _____ Rule: (_____)
 d If $25 + 36 = 61$, then $61 - 36 =$ _____

3 Find the result:

- a
$$\begin{array}{r} 235 \\ + 173 \\ \hline \end{array}$$
 b
$$\begin{array}{r} 542 \\ - 208 \\ \hline \end{array}$$
 c $214 + 127 =$
 d $500 - 175 =$

4 Arrange the following numbers in an ascending order:

425 , 524 , 245 , 452 , 254

5 Tamer bought a book for 75 LE and a football for 125 LE.
 How much money did he pay?

Model 2

1 Choose the correct answer:

- a) The **greatest** 3-digit number is . (999 or 100 or 987)
 b) $3 + 50 + 200 =$. (352 or 523 or 253)
 c) 25, 37 and 51 are . numbers. (odd or even)
 d) 20 Tens = . Hundreds. (2 or 20 or 200)

2 Complete the following:

- a) The **place value** of the digit 4 in 473 is .
 b) The number that comes right **after** 246 is .
 c) 453 rounded to the nearest **100** is .
 d) $256 + \text{.....} = 147 + 256$

3 Find the result:

- a)
$$\begin{array}{r} 289 \\ + 11 \\ \hline \end{array}$$
 b)
$$\begin{array}{r} 670 \\ - 139 \\ \hline \end{array}$$
 c) $200 + 50 + 7 =$
 d) $602 - 185 =$

4 Arrange the following numbers in a **descending** order:

212 \downarrow 222 \downarrow 20 \downarrow 220 \downarrow 200

5 Draw according to the **amount** of money:

Hundreds	Tens	Ones
650 LE		

Model 3

1 Choose the correct answer:

- a) 2 Tens + 5 Ones + 7 Hundreds = (257 or 752 or 725)
- b) The **odd** number between 5 and 9 is (6 or 7 or 8)
- c) The **smallest** 3-digit number formed from 2 and 7 is (27 or 227 or 772)
- d) 476 rounded to the nearest 10 is (470 or 500 or 480)

2 Complete the following:

- a) The fraction of the **shaded** part is .
- b) The **odd** number that comes right **before** 21 is .
- c) If $86 - 25 = 61$, then $61 + 25 =$.
- d) From the opposite number line:

$$54 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



3 Complete using (<, =, or >):

- | | | | | | |
|----------------|--|-----|-----------------|--|--------|
| a) $256 + 124$ | | 380 | b) $30 + 0 + 5$ | | 305 |
| c) $902 - 20$ | | 922 | d) 5 Hundreds | | 5 Tens |

4 a) Use your **banknotes** to create the amount shown below. Draw the combination of banknotes you use to **purchase** the item.



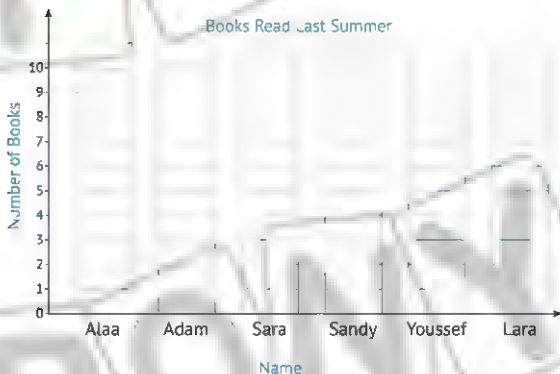
263 LE

b Write the amount of money:

Hundreds	Tens	Ones	LE 100	LE 100	LE 20	LE 20
+	+	=	LE 50	LE 50	LE 1	LE 1

5 Use the following table to complete the graph:

Name	Alaa	Adam	Sara	Sandy	Youssef	Lara
Number of Books	8	6	4	7	2	4



- How many books did Sara read?
- How many books did Alaa and Youssef read?
- How many more books did Sandy read than Lara?
- Who read the greatest number of books?

Model 4

1 Choose the correct answer:

- a Nine hundred fifty = (950 **or** 915 **or** 905)
- b $56 + 45 < \dots$ (100 **or** 99 **or** 110)
- c 7 Ones + 8 Hundreds = (870 **or** 807 **or** 708)
- d $\dots - 247 = 123$ (124 **or** 370 **or** 360)

2 Complete the following:

- a $782 = \dots$ Ones, \dots Hundreds, \dots Tens.
- b The ,**largest even** number formed from 3 digits is \dots .
- c $5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} = \dots$ LE.
- d $182 + 245 = \dots$, and when rounded to the nearest 100 is \dots .

3 Arrange the following numbers in a **descending** order:

567 , 70 Tens , 200 , 145 , 415

4 Complete the following according to the **array**:

- a The number of rows is \dots rows.
- b The number of columns is \dots columns.
- c The array is called \dots by \dots .
- d The number of triangles is: $\dots = \dots$

or $\dots = \dots$.



5 Nada had 67 LE. She bought a toy for 28 LE. How much money does Nada have now?

Model 5

1 Choose the correct answer:

- a) 50 Tens + 32 Ones = (532 or 82 or 820)
 b) 100 more than 245 is (345 or 145 or 255)
 c) The place value of the digit 3 in 273 is (Ones or Tens or Hundreds)
 d) The odd number that lies between 215 and 219 is (216 or 217 or 218)

2 Complete the following:

- a) The fraction that represents the shaded part is
 b) 317 rounded to the nearest 10 is
 c) $200 + 50 + 4 =$
 d) If $24 + 36 = 60$, then $60 - = 36$.

3 Find the result:

- a)
$$\begin{array}{r} 275 \\ + 226 \\ \hline \end{array}$$
 b)
$$\begin{array}{r} 812 \\ - 172 \\ \hline \end{array}$$
 c) $155 + 155 =$
 d) $703 - 196 =$

4 Arrange the following numbers in an ascending order:

3 Hundreds , 330 , 33 , 313

5 Sara has 245 pounds, and Mona has 375 pounds.

How much more money does Mona have than Sara?

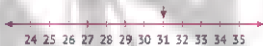
Model 6

1 Choose the correct answer:

- a Seven hundred seventy-one = (717 or 777 or 771)
- b The largest 3-digit number formed from the digits 3 and 8 is (338 or 830 or 883)
- c The odd number that comes right after 299 is (300 or 301 or 297)
- d The Front-End Estimation of 755 is (700 or 750 or 760)

2 Complete the following:

- a The opposite array is by
- b The place value of the digit 5 in 574 is
- c 345 rounded to the nearest 10 is
- d From the opposite number line:



3 Complete using ($<$, $=$, or $>$):

- a $725 - 175$ $427 + 133$
- b 3 Hundreds + 25 Tens 305
- c 123 The smallest 3-different-digit number
- d
- | | | | |
|-------|-------|-------|------|
| 50 LE | 50 LE | 50 LE | 1 LE |
| 50 LE | 50 LE | 1 LE | 1 LE |

277 LE

4 Find the result:

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
428 LE			
273 LE			
Sum			

Amount	Hundreds 100 LE	Tens 10 LE	Ones 1 LE
719 LE			
124 LE			
Difference			

5 Look at the following pictograph of the number of cookies eaten by some students, and then answer:



a Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies						

b Answer the following questions:

- How many cookies did **Jana** eat?
- How many cookies did **Sara, Adam** and **Nader** eat?
- Who ate the **most** number of cookies?
- Who ate the **least** number of cookies?

Model 7

1 Choose the correct answer:

- a) 100 less than 745 is (645 or 845 or 635)
 b) The value of the digit 8 in 387 is (8 or 80 or 800)
 c) $700 + 6 + 20 =$ (762 or 726 or 627)
 d) 50 Tens = Hundreds (5 or 50 or 500)

2 Complete the following:

- a) $95 \text{ LE} = 50 \text{ LE} + 20 \text{ LE} +$ $\text{LE} +$ LE
 b) The sum of two odd numbers is an number.
 c) The estimation of 756 is
 d) The smallest 2-digit even number is

3 Find the result:

- a)
$$\begin{array}{r} 122 \\ + 288 \\ \hline \end{array}$$
 b)
$$\begin{array}{r} 15 \\ + 99 \\ \hline \end{array}$$
 c)
$$\begin{array}{r} 715 \\ - 282 \\ \hline \end{array}$$
 d)
$$\begin{array}{r} 805 \\ - 96 \\ \hline \end{array}$$

4 Arrange the following numbers in a descending order:

770 , 717 , 700 , 777 , 707

5 Eman had 500 LE. She bought a new T-shirt for 250 LE, and a hat for 102 LE.

Find the remaining money with her.

Model 8

1 Choose the correct answer:

- a** 795 rounded to the nearest 10 is (790 or 700 or 800)
- b** 7 Hundreds + 15 Tens = (85 or 850 or 715)
- c** comes right after 279. (278 or 280 or 289)
- d** Two hundred = Tens. (2 or 20 or 200)

2 Complete the following:

- a** Any odd number + 1 = an number.
- b** The smallest 3-digit odd number is
- c** $745 + \dots = 900$
- d** The place value of the digit 7 in 274 is

3 If $34 + 36 = 70$, then complete the following:

- a** $70 - 36 = \dots$ **b** + 34 = 70
- c** $70 - \dots = 36$ **d** + 36 = 70

4 Write the fraction that represents the shaded part:



a



b



c



d

5 Hoda has 45 LE. Shimaa has 86 LE, and Sandy has 90 LE.

How much money do they have altogether?

Model 9

1 Choose the correct answer:

- a rounded to the nearest 10 is 250. (256 or 245 or 242)
- b The **smallest** 3-digit number is (100 or 102 or 999)
- c $70 + 40 + 3 =$ (743 or 113 or 473)
- d 112, 478, and 730 are numbers. (odd or even)


2 Complete the following:

- a $245 \text{ LE} = \text{..... LE} + \text{..... LE} + \text{..... LE} + \text{..... LE}$.
- b The value of the digit 6 in 627 is
- c 753, in words:
- d - 247 = 122

3 Complete using (<, =, or >):

- a $725 + 175$ 800 b $900 - 24$ 876
- c $9 + 30 + 400$ 934 d 3 Hundreds 30 Ones

4 Use the number line to find the result:

- a $22 + 8 =$ 
- b $14 - 8 =$ 

5 Nada bought a ball for 67 LE, and a toy for 28 LE.

How much money did Nada pay?

.....

Model 10

1 Choose the correct answer:

- a The **value** of the digit 3 in 387 is (3 or 30 or 300)
- b The **odd** number that comes right **after** 189 is (190 or 191 or 187)
- c 7 Tens + 8 Hundreds + 2 Ones = (782 or 278 or 872)
- d 50 LE + 50 LE + 20 LE + 20 LE + 1 LE + 1 LE = + LE.
(142 or 222 or 521)

2 Complete the following:

- a The **Front-End Estimation** of 274 is
- b The fraction that represents the **shaded** part is
- c 75, 70, 65, 60, (Rule:)
- d 540 comes right **after**



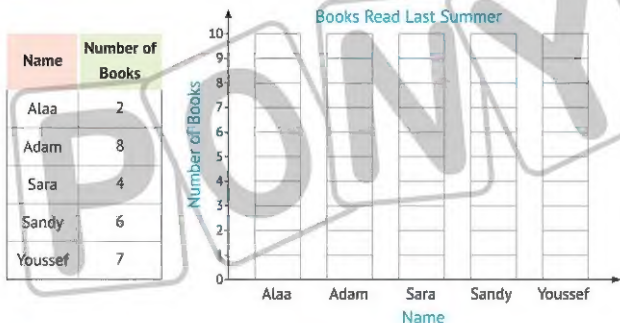
3 Find the result:

- a $785 + 105 =$ b $921 - 381 =$
- c $255 + 187 =$ d $700 - 5 =$

4 Complete the following **fact-family** houses:



5 Use the following table to complete the graph:



6 Adel has 3 banknotes of 100 LE, 2 banknotes of 20 LE, and 7 banknotes of 1 LE.

Find the total amount of money.

Hundreds	Tens	Ones

$$= \text{ } + \text{ } + \text{ } = \text{ } \text{ LE.}$$

